## Strategic Planning Results

**Sorted By:** Planning Unit  
**Planning Year:** 2012-2013

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Planning Unit</th>
<th>Unit Manager</th>
</tr>
</thead>
<tbody>
<tr>
<td>53312</td>
<td>ABE off-campus/CED/GED off-campus</td>
<td>Valand, Vicky</td>
</tr>
</tbody>
</table>

### Unit Purpose

### Unit Goals

<table>
<thead>
<tr>
<th>Obj ID</th>
<th>Objective</th>
<th>Objective Purpose</th>
<th>Objective Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2676</td>
<td>Increase student enrollment in off campus ABE/GED classes</td>
<td>Assessment Objective</td>
<td>Incomplete</td>
</tr>
</tbody>
</table>

#### Objective Description

Class enrollments will increase in 75% of the off campus classes.

<table>
<thead>
<tr>
<th>Institutional Goals</th>
<th>Objective Types</th>
<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>01-Teaching and Learning</td>
<td>Student and Customer Outcomes</td>
<td>Retention</td>
</tr>
</tbody>
</table>

#### Tasks

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/07/2012</td>
<td>In Progress</td>
<td>High</td>
<td>Change title of off campus classes to more desireable name</td>
</tr>
<tr>
<td>01/07/2013</td>
<td>In Progress</td>
<td>High</td>
<td>Announce new name and locations at the downtown registration/orientation.</td>
</tr>
<tr>
<td>11/30/2012</td>
<td>In Progress</td>
<td>High</td>
<td>Plan workshop for ABE/GED off campus instructors</td>
</tr>
</tbody>
</table>

#### Assessment Measures

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>04/05/2013</td>
<td>75% of the students in each off campus class will meet the attendance requirement of 80%.</td>
</tr>
</tbody>
</table>

#### Intended Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Intended Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>04/05/2013</td>
<td>The intended result is to improve class enrollment which will increase the number of students obtaining their GED or improving their skills to get jobs or better jobs.</td>
</tr>
</tbody>
</table>

#### Status Reports

<table>
<thead>
<tr>
<th>Date</th>
<th>Status Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/5/2013</td>
<td>As of the fall semester, enrollment had increased in one off campus class. Spring semester ends in May.</td>
</tr>
</tbody>
</table>

#### Actual Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Actual Results</th>
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<tbody>
<tr>
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<td>No Actual Results to Display</td>
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#### Use of Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Use of Results</th>
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<tbody>
<tr>
<td></td>
<td>No Use of Results to Display</td>
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<tr>
<td>Date</td>
<td>SWOT Description</td>
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No SWOT to Display

No Units Impacted to Display
Objective Description
Student retention rate will increase in 100% of all off campus ABE/GED classes.

<table>
<thead>
<tr>
<th>Objective Description</th>
<th>Objective Purpose</th>
<th>Objective Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve ABE/GED off campus class retention</td>
<td>Assessment Objective</td>
<td>Pending</td>
</tr>
</tbody>
</table>

Institutional Goals

<table>
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<tr>
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<th>Strategic Initiatives</th>
</tr>
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<tbody>
<tr>
<td>Student and Customer Outcomes</td>
<td>Retention</td>
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Tasks

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<tr>
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</thead>
<tbody>
<tr>
<td>12/07/2012</td>
<td>In Progress</td>
<td>High</td>
<td>Visit classes and take inventory of class appearance, equipment offerings, learning environment.</td>
</tr>
<tr>
<td>10/31/2012</td>
<td>Complete</td>
<td>High</td>
<td>Complete new orientation packet for new students</td>
</tr>
</tbody>
</table>

Assessment Measures

<table>
<thead>
<tr>
<th>Date</th>
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</tr>
</thead>
<tbody>
<tr>
<td>04/04/2013</td>
<td>80% of classrooms have been visited to conduct equipment inventories. Pictures were taken to access the visual learning environment.</td>
</tr>
</tbody>
</table>

Intended Results

<table>
<thead>
<tr>
<th>Date</th>
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</tr>
</thead>
<tbody>
<tr>
<td>04/19/2013</td>
<td>Pictures would indicate how students might view the learning environment and what changes would be necessary for improvement. Equipment inventories would indicate the current status and any additions necessary for improvement. A classroom that visually appears safe, welcoming, connects students with main campus and encourages inclusion with the educational program should improve class retention.</td>
</tr>
</tbody>
</table>

Status Reports

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<thead>
<tr>
<th>Date</th>
<th>Status Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/4/2013</td>
<td>Spring semester ends in April. Student retention has improved in 4 of 13 classes. Each class attendance is being examined to determine improvement. A plan will be put in place to improve all class retention.</td>
</tr>
</tbody>
</table>

Actual Results

<table>
<thead>
<tr>
<th>Date</th>
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</tr>
</thead>
<tbody>
<tr>
<td>04/04/2013</td>
<td>The orientation packet was completed and distributed to the instructors in December.</td>
</tr>
</tbody>
</table>

Use of Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>04/04/2013</td>
<td>The orientation packets have been useful in assisting the new students with the enrollment process and introduction into the GED program. We plan to continue the use of the packets for the next semester.</td>
</tr>
</tbody>
</table>

Gap Analysis

<table>
<thead>
<tr>
<th>Date</th>
<th>Gap Analysis:</th>
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<tbody>
<tr>
<td></td>
<td>No Gap Analysis to Display</td>
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SWOT

<table>
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<tr>
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Units Impacted

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<tr>
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No Units Impacted to Display
Objective ID: 2679
Objective: Increase knowledge of new teaching methods through professional development

Objective Description:
Increase the number of instructors participating in the credentialing certification to 100%.

<table>
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<tr>
<th>Institutional Goals</th>
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</thead>
<tbody>
<tr>
<td>01-Teaching and Learning</td>
<td>Student and Customer Outcomes</td>
<td>Retention</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>07/08/2013</td>
<td>Incomplete</td>
<td>High</td>
<td>50% of all ABE/GED and CED instructors will complete the online credentialing certification by June 30.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment Measures</th>
<th>Date</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>04/05/2013</td>
<td>Reports from the College and Career Readiness Office will reflect that at least 50% of instructors completed the online orientation for Basic Skills.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intended Results</th>
<th>Date</th>
<th>Intended Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>04/05/2013</td>
<td>The online orientation will improve instructors knowledge of the types of students that enroll in Basic Skills, methods of instruction, and necessary program outcomes. The quality of instruction will improve.</td>
</tr>
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</table>

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<tr>
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<tbody>
<tr>
<td></td>
<td>04/05/2013</td>
<td>68% of instructors have completed the online orientation as of 3/15/2013.</td>
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<th>Use of Results</th>
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<th>Gap Analysis</th>
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<td></td>
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No Units Impacted to Display
Unit Purpose

Unit Goals

<table>
<thead>
<tr>
<th>Obj ID</th>
<th>Objective</th>
<th>Objective Purpose</th>
<th>Objective Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2518</td>
<td>Improve GED attendance</td>
<td>Assessment Objective</td>
<td>Pending</td>
</tr>
</tbody>
</table>

Objective Description
Increase the number of hours students actually attend class through the use of an attendance policy.

Institutional Goals

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<tr>
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<tbody>
<tr>
<td>Teaching and Learning</td>
<td>Retention</td>
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</table>

Student and Customer Outcomes

<table>
<thead>
<tr>
<th>Task</th>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Train all instructors (new and returning)</td>
<td>06/30/2013</td>
<td>Complete</td>
<td>High</td>
<td>Understand the attendance policy and the attendance exception procedures.</td>
</tr>
<tr>
<td>Review instructor attendance</td>
<td>06/30/2013</td>
<td>Incomplete</td>
<td>Medium</td>
<td>Ensure that teachers are upholding the attendance policy standards.</td>
</tr>
<tr>
<td>Compare student attendance hours</td>
<td>06/30/2013</td>
<td>In Progress</td>
<td>Medium</td>
<td>Compare student attendance hours from 10-11 SY to total attendance hours 11-12 SY by instructor, level, location.</td>
</tr>
</tbody>
</table>

Assessment Measures

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>05/31/2013</td>
<td>25% increase in classroom attendance program-wide.</td>
</tr>
</tbody>
</table>

Intended Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Intended Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>05/31/2013</td>
<td>We would expect to see an increase in student attendance in the on-campus classes due to the recent implementation of the GED attendance policy.</td>
</tr>
</tbody>
</table>

Status Reports

<table>
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Use of Results

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Gap Analysis

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<tr>
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## SWOT

<table>
<thead>
<tr>
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<tr>
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## Units Impacted

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No Units Impacted to Display
**Objective Description**

Improve the registration/orientation process to make it more relevant and motivating to new students so that they complete the process to be registered for classes.

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<tr>
<th>Institutional Goals</th>
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<tbody>
<tr>
<td>07-Student Support Services</td>
<td>Opportunities/Weaknesses</td>
<td>Retention</td>
</tr>
<tr>
<td>12-Public Relations &amp; Marketing</td>
<td></td>
<td>Customer Service</td>
</tr>
</tbody>
</table>

**Tasks**

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/30/2013</td>
<td>Complete</td>
<td>High</td>
<td>Meet with SIBS instructor to re-organize 3-day registration and orientation process to plan for engaging, relevant activities. Also, placement testing will not occur until the 2nd day, a data supported decision to help improve student retention.</td>
</tr>
<tr>
<td>06/30/2013</td>
<td>Incomplete</td>
<td>Medium</td>
<td>Survey the orientation students for feedback regarding their orientation experience.</td>
</tr>
<tr>
<td>06/30/2013</td>
<td>In Progress</td>
<td>Low</td>
<td>Compare number of students who completed the SIBS process during 10-11 SY with those completing 11-12 SY.</td>
</tr>
</tbody>
</table>

**Assessment Measures**

<table>
<thead>
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<tbody>
<tr>
<td>05/31/2013</td>
<td>Student feedback should reflect a positive introductory experience to the GED or AHS programs, indicating that the students felt they obtained relevant, motivational and clear instruction.</td>
</tr>
<tr>
<td>05/31/2013</td>
<td>Data will show a 5% increase in student retention during the SIBS (registration) process, meaning fewer students leaving the registration process during the 3 days.</td>
</tr>
</tbody>
</table>

**Intended Results**

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</thead>
<tbody>
<tr>
<td>05/31/2013</td>
<td>Due to the change in the registration/orientation process, we would hope to see a greater number of students completing the 3-day requirement to enter the programs because they feel more engaged in the educational process and are less intimidated by the testing requirements.</td>
</tr>
</tbody>
</table>

**Actual Results**

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**Use of Results**

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**Gap Analysis**

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**SWOT**

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</tbody>
</table>
## Objective Description

Increase the number of students earning an AHS diploma by 10%.

### Institutional Goals

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<tbody>
<tr>
<td>01-Teaching and Learning</td>
<td>Student and Customer Outcomes</td>
</tr>
<tr>
<td>11-Institutional Effectiveness</td>
<td>Retention</td>
</tr>
</tbody>
</table>

### Tasks

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</tr>
</thead>
<tbody>
<tr>
<td>06/30/2013</td>
<td>In Progress</td>
<td>Low</td>
<td>Assess the number of diplomas granted for the 2012/13 school year (July, Oct, Dec - 2012 and Mar, May - 2013) compared to the number of AHS diplomas earned during the 11/12 SY (July 2011 - May 2012).</td>
</tr>
<tr>
<td>06/30/2013</td>
<td>In Progress</td>
<td>Medium</td>
<td>Contact students throughout the year who only have 1 or 2 credits left to graduate who have separated from the program to encourage them to re-enroll and complete the diploma.</td>
</tr>
<tr>
<td>06/30/2013</td>
<td>In Progress</td>
<td>High</td>
<td>Hire staff who are certified and have previous teaching experience. Also, hire instructors who have a genuine desire to work with alternative learners and are willing to plan and teach for multiple learning styles.</td>
</tr>
</tbody>
</table>

### Assessment Measures

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<tbody>
<tr>
<td>06/30/2013</td>
<td>Increase the number of diplomas earned by 15.</td>
</tr>
<tr>
<td>06/30/2013</td>
<td>Regularly observe instructors to monitor teaching practices and student interactions.</td>
</tr>
</tbody>
</table>

### Intended Results

<table>
<thead>
<tr>
<th>Date</th>
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</tr>
</thead>
<tbody>
<tr>
<td>06/30/2013</td>
<td>We hope to see a general increase in the number of diplomas earned, at least by 15.</td>
</tr>
</tbody>
</table>

### Status Reports

<table>
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### Use of Results

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### Gap Analysis

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### SWOT

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### Units Impacted

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</tbody>
</table>
**Objective Description**

Increase the number of AHS achievements by post-testing English 4 and Geometry completers on the CASAS test.

<table>
<thead>
<tr>
<th>Institutional Goals</th>
<th>Objective Types</th>
<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>01-Teaching and Learning</td>
<td>Student and Customer Outcomes</td>
<td>Performance Measures Compliance</td>
</tr>
</tbody>
</table>

**Tasks**

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>05/30/2013</td>
<td>In Progress</td>
<td>High</td>
<td>Post-test each student completing English 4 on the Reading CASAS and each student completing Geometry on the Math CASAS at the end of each session.</td>
</tr>
</tbody>
</table>

**Assessment Measures**

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/20/2012</td>
<td>50% of the students tested should maintain or increase their EFL (educational functioning level).</td>
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</table>

**Intended Results**

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</table>
**Objective Description**

Increase the number of students who enroll and complete an online course for credit; thereby, increasing the overall AHS retention rate.

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</tr>
</thead>
<tbody>
<tr>
<td>01-Teaching and Learning</td>
<td>Production, Student and Customer Outcomes</td>
<td>Retention, Completions</td>
</tr>
</tbody>
</table>

**Tasks**

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/01/2012</td>
<td>In Progress</td>
<td>High</td>
<td>Contract with a new company for online learning services to hopefully provide more accessible online instruction with rigor and more reliable customer support.</td>
</tr>
</tbody>
</table>

**Assessment Measures**

Date | Assessment Measure
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No Assessment Measures to Display

**Intended Results**

Date | Intended Results
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No Intended Results to Display

**Status Reports**

Date | Status Report
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**Actual Results**

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**Use of Results**

Date | Use of Results
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No Use of Results to Display

**Gap Analysis**

Date | Gap Analysis
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No Gap Analysis to Display

**SWOT**

Date | SWOT Description
--- | ---
No SWOT to Display

**Units Impacted**

Date | Unit Code | Planning Unit | Unit Manager
--- | --- | --- | ---
No Units Impacted to Display
Unit Code: 52201
Planning Unit: Accounting
Unit Manager: Bland, David

Unit Purpose
To provide students with the knowledge and skills necessary for employment and growth in the accounting profession.

Unit Goals

<table>
<thead>
<tr>
<th>Obj ID</th>
<th>Objective</th>
<th>Objective Purpose</th>
<th>Objective Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2708</td>
<td>Standardize ACC 121: Managerial Accounting comprehensive final</td>
<td>Assessment Objective</td>
<td>Complete</td>
</tr>
</tbody>
</table>

Objective Description
To provide instructors of Managerial Accounting (ACC 121) with guidance as to what is expected of students in this college transfer course through a standardized comprehensive final examination.

Institutional Goals
01-Teaching and Learning

<table>
<thead>
<tr>
<th>Objective Types</th>
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<tbody>
<tr>
<td>Student and Customer Outcomes</td>
<td>Customer Service</td>
</tr>
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</table>

Tasks

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<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/14/2012</td>
<td>Complete</td>
<td>Medium</td>
<td>Convene full-time accounting faculty to plan the creation of comprehensive final examination.</td>
</tr>
<tr>
<td>03/08/2013</td>
<td>Complete</td>
<td>Medium</td>
<td>Assemble into one document the final examination questions presented by the full-time accounting faculty. Distribute this singular document to all full-time faculty for review and revision.</td>
</tr>
<tr>
<td>03/29/2013</td>
<td>Complete</td>
<td>Medium</td>
<td>Incorporate revisions into the comprehensive final exam for Managerial Accounting (ACC 121). Distribute to all accounting faculty teaching this course for beta testing at the end of the Spring 2013 semester.</td>
</tr>
</tbody>
</table>

Assessment Measures

<table>
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<tr>
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</tr>
</thead>
</table>
| 09/24/2012 | Accounting faculty will utilize the standard comprehensive final examination in Managerial Accounting (ACC 121) at the end of the Spring 2013 semester.  
75% of the students taking the exam will earn a grade of at least 76 on said examination. |

Intended Results

<table>
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<tr>
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</table>
| 05/08/2013 | All students in Managerial Accounting (ACC 121) at the end of the Spring 2013 semester will take the same comprehensive final examination. More than 75% of the students should earn at least a grade of 76 on said exam.  
After every semester, the results will be tabulated and analyzed, and the questions will be reviewed for possible revision. |

Status Reports

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<tbody>
<tr>
<td>09/13/2013</td>
<td>All instructors of Managerial Accounting (ACC 121) reported that at least 75% of the students taking the comprehensive final exam earned a grade of 76 or better. Exam revision is not needed at this time.</td>
</tr>
</tbody>
</table>

### Use of Results

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### Units Impacted

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No Units Impacted to Display
**Objective ID**: 2709  
**Objective**: Develop Accounting Software Applications (ACC 150) as an online course

**Objective Purpose**: Assessment Objective

**Objective Status**: Complete

### Objective Description
Provide students desiring to earn a Certificate of Accounting the means to do so through Distance Learning.

### Institutional Goals
- 01-Teaching and Learning
- 05-Distance Learning

### Objective Types
- Student and Customer Outcomes

### Strategic Initiatives
- Customer Service

### Tasks

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/14/2012</td>
<td>Complete</td>
<td>Medium</td>
<td>Evaluate the Accounting Software Applications (ACC 150) current text and software provided by the publisher for suitability in an online course.</td>
</tr>
<tr>
<td>03/08/2013</td>
<td>Complete</td>
<td>Medium</td>
<td>Develop a course syllabus, calendar, assignment list, and tests for usage on BlackBoard, the course management program utilized by CFCC.</td>
</tr>
<tr>
<td>12/14/2012</td>
<td>Complete</td>
<td>High</td>
<td>Discuss with the Department Chair of Business Technologies the logic of adding an online section of Accounting Software Applications (ACC 150). Have same added to the Fall 2013 schedule.</td>
</tr>
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</table>

### Assessment Measures

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<tr>
<th>Date</th>
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<tbody>
<tr>
<td>08/19/2013</td>
<td>A distance learning (online) section of Accounting Software Applications (ACC 150) will have sufficient enrollment to be retained on the schedule for the Fall 2013 semester, and included in subsequent semester schedules.</td>
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</table>

### Status Reports

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<tbody>
<tr>
<td>08/23/2013</td>
<td>Accounting Software Applications (ACC 150) is on the Fall 2013 course schedule as an online section with 13 students enrolled.</td>
</tr>
<tr>
<td>09/24/2013</td>
<td>Accounting Software Applications (ACC 150) is on the curriculum course schedule for Spring 2014 as an online section, and is anticipated to continue to be so each Fall and Spring semester indefinitely.</td>
</tr>
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### Use of Results

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<tr>
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</table>
In the academic years 2000-2001, 2001-2002, and 2002-2003, a survey was taken of accounting students in Intermediate Accounting 2 (ACC 221) to determine their overall satisfaction with the accounting curriculum, including how prepared the student felt for work in accounting. The survey comments provided insight that was used by the then Accounting Lead Instructor and Business Department Chair.

Objective Description

Instituional Goals
- 01-Teaching and Learning

Objective Types
- Student and Customer Outcomes

Strategic Initiatives
- Customer Service
- Retention

Tasks

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<tbody>
<tr>
<td>12/14/2012</td>
<td>Complete</td>
<td>Medium</td>
<td>Review original survey and survey results. Determine a baseline satisfaction level for comparative purposes. (Determined to be a 3 or above on a 0 - 4 scale.)</td>
</tr>
<tr>
<td>03/08/2013</td>
<td>Complete</td>
<td>Medium</td>
<td>With input from accounting instructors, develop survey form and scoring to be used. (Previous survey modified for this purpose.)</td>
</tr>
<tr>
<td>04/19/2013</td>
<td>In Progress</td>
<td>Medium</td>
<td>Administer survey to Intermediate Accounting 2 (ACC 221) students. Compile results and comments. Compare to previous years. Discuss results with accounting faculty, Business Technologies Department Chair, and Accounting Advisory Committee.</td>
</tr>
</tbody>
</table>

Assessment Measures

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<tbody>
<tr>
<td>04/19/2013</td>
<td>If based upon the scoring of the initial survey conducted in 2000 through 2003, the compiled score should equal or exceed 3.0. The comments made by students will also provide insight into the curriculum, program and faculty.</td>
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Intended Results

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Status Reports

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Actual Results

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<tbody>
<tr>
<td>04/29/2013</td>
<td>Overall survey score was 3.28, indicating above average satisfaction.</td>
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<tr>
<td></td>
<td>&quot;Course Scheduling&quot; was the lowest scoring question, with an overall average of 2.47. Intermediate Accounting 2 (ACC 221) in the day section rating averaged 2.89, while evening section students rating average 2.00, indicating only fair satisfaction. Student comments on scheduling included requests for more online courses, more evening course sections, and a wider variety of courses offered in the summer.</td>
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<td>The highest rated questions were &quot;Overall Instruction,&quot; 3.59, and &quot;Curriculum Course Contents/ Skills Taught,&quot; 3.56.</td>
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Use of Results

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<tbody>
<tr>
<td>09/16/2013</td>
<td>Discussions will be held with Melissa Watson, Business Technologies Department Chair, on methods to improve traditional course section scheduling and offer more courses online. Intermediate Accounting 1 &amp; 2 (ACC 220 &amp; ACC 221), and Cost Accounting (ACC 225), however, are extremely difficult courses and unlikely to generate student success as online courses.</td>
</tr>
<tr>
<td>09/16/2013</td>
<td>Compare survey results to results in future years' surveys.</td>
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## Gap Analysis

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## Units Impacted

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</table>
Unit Purpose

The Air Conditioning, Heating, and Refrigeration programs mission is to be a solid foundation for providing our students the highest level of education through practical hands on and technical knowledge needed to excel in the HVAC industry.

Unit Goals

<table>
<thead>
<tr>
<th>Obj ID</th>
<th>Objective</th>
<th>Objective Purpose</th>
<th>Objective Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2557</td>
<td>HVAC efficiency</td>
<td>Assessment Objective</td>
<td>Complete</td>
</tr>
</tbody>
</table>

Objective Description

With the technology changes in the hvac industry, concerning efficiency. This objective is to provide more knowledge in the high efficient systems and different ratings.

Institutional Goals

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<tr>
<th>Objective Types</th>
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<tbody>
<tr>
<td>Student and Customer Outcomes</td>
<td>Cutting-Edge Technology</td>
</tr>
<tr>
<td>Opportunities/Weaknesses</td>
<td>Innovation</td>
</tr>
<tr>
<td></td>
<td>Customer Service</td>
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</tbody>
</table>

Tasks

<table>
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<tr>
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<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>04/01/2013</td>
<td>Incomplete</td>
<td>High</td>
<td>Multiple lectures will be giving on system types and their efficiency and different ratings for systems. Outside professional HVAC speakers will be brought in to talk to students about high efficient systems and products.</td>
</tr>
</tbody>
</table>

Assessment Measures

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<tbody>
<tr>
<td>04/03/2013</td>
<td>85% of students will pass a written exam on HVAC efficiency. 85% of students will complete a research paper on efficiency in the industry.</td>
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Intended Results

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<tbody>
<tr>
<td>10/01/2013</td>
<td>95% of the students were successful in passing, and reporting on high efficiency systems. The students were introduced to different systems that are available today.</td>
</tr>
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</table>

Use of Results

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<tbody>
<tr>
<td>10/01/2013</td>
<td>We will continue to research up and coming technology that is being quickly introduced to the HVAC industry.</td>
</tr>
<tr>
<td>Date</td>
<td>Unit Code</td>
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<tr>
<td>No Units Impacted to Display</td>
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</table>
**Objective Description**

Ductless systems are becoming more and more popular in the United States. They have been very successful in Europe for many years. These systems are some of the most efficient systems in our industry. The ductless system is also the best at total comfort for your home. This objective will add additional training methods to gain a better understanding of this technology.

### Institutional Goals
- 01-Teaching and Learning

### Objective Types
- Student and Customer Outcomes

### Strategic Initiatives
- Cutting-Edge Technology
- Innovation
- Customer Service

### Tasks
<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>02/05/2013</td>
<td>Incomplete</td>
<td>High</td>
<td>Multiple Lectures will be given on ductless systems. Outside representatives from the two biggest manufacturers will come into class to talk about their systems. Lab exercise will be given with hands on with one of the newest ductless systems on the market.</td>
</tr>
</tbody>
</table>

### Assessment Measures
<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>02/07/2013</td>
<td>90% of students will pass a written exam on ductless systems. 90% of students will be able to perform lab exam on the ductless systems.</td>
</tr>
</tbody>
</table>

### Intended Results
<table>
<thead>
<tr>
<th>Date</th>
<th>Intended Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/07/2013</td>
<td>The outcome of this objective should be to introduce students to ductless systems. These systems are the majority of heating and cooling in Europe and Asia and is coming our way.</td>
</tr>
</tbody>
</table>

### Status Reports
- No Status Reports to Display

### Actual Results
<table>
<thead>
<tr>
<th>Date</th>
<th>Actual Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/01/2013</td>
<td>85% of students were successful in completing the goal.</td>
</tr>
</tbody>
</table>

### Use of Results
<table>
<thead>
<tr>
<th>Date</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/01/2013</td>
<td>We will devote more time to Ductless systems from this point to improve our students understanding of ductless systems, and their soon take over in North America.</td>
</tr>
</tbody>
</table>

### Gap Analysis
- No Gap Analysis to Display

### SWOT
- No SWOT to Display

### Units Impacted
- No Units Impacted to Display
Unit Purpose

"The Architectural Technology (AT) curriculum prepares individuals with knowledge and skills that can lead to employment in the field of architecture or one of the associated professions. Document preparation, materials and methods, environmental and structural systems, building codes and other related topics will be taught and demonstrated."

Unit Goals

<table>
<thead>
<tr>
<th>Obj ID</th>
<th>Objective</th>
<th>Objective Purpose</th>
<th>Objective Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2532</td>
<td>Graduates of the Architectural Technology Program shall be skilled in the various applications associated with Building Information Modeling (BIM) skills.</td>
<td>Assessment Objective</td>
<td>Complete</td>
</tr>
</tbody>
</table>

Objective Description

Graduates of the Architectural Technology Program shall be skilled in the various applications associated with Building Information Modeling (BIM) skills.

Institutional Goals

- 01-Teaching and Learning
- Objective Types: Student and Customer Outcomes
- Strategic Initiatives: Critical Thinking - QEP

Tasks

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/01/2013</td>
<td>In Progress</td>
<td>Medium</td>
<td>1) Use industry accepted software (REVIT) to develop light frame commercial building information models.</td>
</tr>
<tr>
<td>06/01/2013</td>
<td>In Progress</td>
<td>Medium</td>
<td>2) Students will demonstrate techniques of floor, wall and roof design using concepts of Building Information Modeling (BIM)</td>
</tr>
<tr>
<td>06/01/2013</td>
<td>In Progress</td>
<td>Medium</td>
<td>3) Students will demonstrate techniques of building sun study for energy loads based on industry standard building information modeling techniques.</td>
</tr>
</tbody>
</table>

Assessment Measures

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/01/2013</td>
<td>1) Success is indicated when 80% of students enrolled in ARC 211 - Light Commercial Architecture successfully complete course requirements.</td>
</tr>
<tr>
<td>06/01/2013</td>
<td>2) Students must complete a battery of assessments that specifically demonstrate floor, wall and roof design using REVIT building information modeling software to a level of satisfaction as determined by the Architectural Technology faculty.</td>
</tr>
<tr>
<td>06/01/2013</td>
<td>3) Students shall successfully complete a building sun study to a level of satisfaction as determined by the Architectural Technology faculty.</td>
</tr>
</tbody>
</table>

Intended Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Intended Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/26/2012</td>
<td>The intended result is for the student to become more proficient with building information modeling by introducing REVIT software in first year classes.</td>
</tr>
</tbody>
</table>

Status Reports

<table>
<thead>
<tr>
<th>Date</th>
<th>Status Report</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No Status Reports to Display</td>
</tr>
</tbody>
</table>
### Actual Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Actual Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/15/2013</td>
<td>May 2013 graduates of the Architectural Technology program were very successful in incorporating BIM modeling concepts into all facets of their final design projects, including their portfolio. All students (100%) were successful in completing the assessments associated with using REVIT modeling software. This included the sun study as was required of assessment number 3</td>
</tr>
</tbody>
</table>

### Use of Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/15/2013</td>
<td>As a modeling tool, BIM software is a necessary component of all architectural design activities. The success achieved by having our students use this important tool is without measure. These are important and necessary skills for our graduates to possess. We consider this goal to be successful and complete and will continue to incorporate BIM modeling skills in all applicable courses of the Architectural Technology program.</td>
</tr>
</tbody>
</table>

### Gap Analysis

**Date:**  
Gap Analysis:  
No Gap Analysis to Display

### SWOT

**Date**  
**SWOT Description:**  
No SWOT to Display

### Units Impacted

<table>
<thead>
<tr>
<th>Date</th>
<th>Unit Code</th>
<th>Planning Unit</th>
<th>Unit Manager</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

No Units Impacted to Display
Graduates of the Architectural Technology curriculum will be skilled in the techniques of on-site observation and develop abilities to view and document construction materials and methods of construction.

**Objective Description**
Graduates of the Architectural Technology curriculum will be skilled in the techniques of on-site observation and develop abilities to view and document construction materials and methods of construction.

<table>
<thead>
<tr>
<th>Institutional Goals</th>
<th>Objective Types</th>
<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>01-Teaching and Learning</td>
<td>Student and Customer Outcomes</td>
<td>Critical Thinking - QEP</td>
</tr>
</tbody>
</table>

**Tasks**

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/01/2013</td>
<td>Incomplete</td>
<td>Medium</td>
<td>1) Develop a group of construction and industry professionals that will assist in providing opportunities for our students to visit a variety of construction projects in both the residential and commercial arenas.</td>
</tr>
<tr>
<td>06/01/2013</td>
<td>Incomplete</td>
<td>Medium</td>
<td>2) Survey these professionals on an ongoing basis to determine the specific building projects that are in planning and development</td>
</tr>
<tr>
<td>06/01/2013</td>
<td>Incomplete</td>
<td>Medium</td>
<td>3) Establish a shadow program where students in Architectural Technology can experience actual site management skills with a professional construction project manager.</td>
</tr>
</tbody>
</table>

**Assessment Measures**

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/01/2013</td>
<td>1) Success is indicated when 80% of students enrolled in ARC 241 - Contract Management successfully complete course requirements.</td>
</tr>
<tr>
<td>06/01/2013</td>
<td>2) A digital communication system is established with the Architectural Technology Program and area building and design professionals as determined by the Architectural Technology Advisory Committee.</td>
</tr>
<tr>
<td>06/01/2013</td>
<td>3) Students will participate in a minimum of 2 field trips to local construction sites. Upon return students will be required to conduct a presentation on their experience. These presentations will be graded/approved by Architectural Technology faculty.</td>
</tr>
</tbody>
</table>

**Intended Results**

<table>
<thead>
<tr>
<th>Date</th>
<th>Intended Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/26/2012</td>
<td>The intended result is for the student to become more aware of on-site observation techniques and the ability to view and document construction materials and methods of construction.</td>
</tr>
</tbody>
</table>

**Actual Results**

<table>
<thead>
<tr>
<th>Date</th>
<th>Actual Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/15/2013</td>
<td>Throughout the 2012-2013 academic year, there were numerous opportunities for our students to visit actual construction sites and observe the design and build processes involved during the construction process. All graduates (100%) successfully completed all requirements associated with this objective. Additionally, students were able to complete a digital portfolio documenting the learning outcomes associated with visiting these construction sites. We believe this objective to be successful and complete.</td>
</tr>
</tbody>
</table>
**Use of Results**

<table>
<thead>
<tr>
<th>Date</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/15/2013</td>
<td>Due to the success of this objective, Architectural Technology faculty clearly recognize the importance of field trips to construction sites and the direction observation associated with these trips. We will continue to include these trips in the learning objectives for the Architectural Technology curriculum.</td>
</tr>
</tbody>
</table>

**Gap Analysis**

<table>
<thead>
<tr>
<th>Date</th>
<th>Gap Analysis:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>No Gap Analysis to Display</td>
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</tbody>
</table>

**SWOT**

<table>
<thead>
<tr>
<th>Date</th>
<th>SWOT Description:</th>
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<tbody>
<tr>
<td></td>
<td>No SWOT to Display</td>
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</tbody>
</table>

**Units Impacted**

<table>
<thead>
<tr>
<th>Date</th>
<th>Unit Code</th>
<th>Planning Unit</th>
<th>Unit Manager</th>
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<tbody>
<tr>
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</tbody>
</table>

No Units Impacted to Display
Graduates of the Architectural Technology Curriculum shall be skilled in processes associated with the development of a digital format portfolio.

(This objective was inherited by the past unit manager who retired 30 May 2013)

<table>
<thead>
<tr>
<th>Institutional Goals</th>
<th>Objective Types</th>
<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>01-Teaching and Learning</td>
<td>Student and Customer Outcomes</td>
<td>Critical Thinking - QEP</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/01/2013</td>
<td>Incomplete</td>
<td>Medium</td>
<td>1) Students shall develop a minimum of 3 architectural CAD/BIM designs to be included in the portfolio. The designs shall be approved by a panel of Architectural Technology faculty prior to production.</td>
<td></td>
</tr>
<tr>
<td>06/01/2013</td>
<td>Incomplete</td>
<td>Medium</td>
<td>2) Students will be presented with a variety of assessments designed as skill building tools to assist them with the development of the digital portfolio. The assessments are designed and approved by a panel of Architectural Technology faculty.</td>
<td></td>
</tr>
<tr>
<td>06/01/2013</td>
<td>Incomplete</td>
<td>Medium</td>
<td>3) Students enrolled in ARC 235-Architectural Portfolio, shall complete a comprehensive, semester-long project designed to simulate a professional presentation portfolio.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment Measures</th>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/27/2012</td>
<td>3) Success is indicated when 80% of students enrolled in ARC 235 - Architectural Portfolio successfully complete course requirements.</td>
<td></td>
</tr>
<tr>
<td>06/01/2013</td>
<td>1) Students shall include CAD/BIM drawings to a level of satisfaction as determined by the Architectural Technology faculty.</td>
<td></td>
</tr>
<tr>
<td>06/01/2013</td>
<td>2) Students shall include photo manipulation, scanning and printing techniques to a level of satisfaction as determined by Architectural Technology faculty.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intended Results</th>
<th>Date</th>
<th>Intended Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/26/2012</td>
<td>The intended result is for the student to become more proficient with digital presentation software to allow work presented in a portfolio to be accessed also in a digital format.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Status Reports</th>
<th>Date</th>
<th>Status Report</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No Status Reports to Display</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Actual Results</th>
<th>Date</th>
<th>Actual Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/14/2013</td>
<td>1) Students were very successful developing and editing CAD/BIM drawings. They met all requirements set forth by the Architectural Technology department. 2) Students were also successful in all processes involved with photo manipulation using Architectural CAD, REVIT and Photoshop. 3) Lastly, 100% of the 2013 Architectural Technology graduates were successful in completing all requirements associated with digital integration to create Architectural portfolios.</td>
<td></td>
</tr>
<tr>
<td>Use of Results</td>
<td>Use of Results</td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>---------------</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>10/14/2013</td>
<td></td>
</tr>
<tr>
<td>Use of Results</td>
<td>As validated by this goal, portfolio development is a necessary skill that all graduates of the Architectural Technology Program must possess in order to be successful in their respective careers. This goal is considered complete and successful. Therefore, portfolio development will continue to be a requirement of all graduates of the Architectural Technology curriculum.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gap Analysis</th>
<th>Date: Gap Analysis:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No Gap Analysis to Display</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SWOT</th>
<th>Date</th>
<th>SWOT Description:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>No SWOT to Display</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Units Impacted</th>
<th>Unit Code</th>
<th>Planning Unit</th>
<th>Unit Manager</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No Units Impacted to Display</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Unit Purpose

The Associate Degree Nursing (ADN) curriculum provides individuals with the knowledge and skills necessary to provide nursing care to clients and groups of clients throughout the lifespan in a variety of settings. Graduates of the program are eligible to apply to take the National Council Licensure Examination.

Unit Goals

<table>
<thead>
<tr>
<th>Obj ID</th>
<th>Objective</th>
<th>Objective Purpose</th>
<th>Objective Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2649</td>
<td>Student Retention</td>
<td>Assessment Objective</td>
<td>Complete</td>
</tr>
</tbody>
</table>

Objective Description

Enhance the graduation rate for the ADN class of 2013 by 3%.

Institutional Goals

<table>
<thead>
<tr>
<th>Institutional Goals</th>
<th>Objective Types</th>
<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>01- Teaching and Learning</td>
<td>Opportunities/Weaknesses</td>
<td>Performance Measures Compliance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Retention</td>
</tr>
</tbody>
</table>

Tasks

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/01/2112</td>
<td>In Progress</td>
<td>Medium</td>
<td>Incorporate student success and test taking strategies into the first unit of NUR 111.</td>
</tr>
<tr>
<td>05/10/2013</td>
<td>In Progress</td>
<td>Medium</td>
<td>Collaborate with student services to provide workshops to enhance academic success: time management, stress management, study skills and test taking skills.</td>
</tr>
<tr>
<td>05/10/2013</td>
<td>In Progress</td>
<td>Medium</td>
<td>Provide tutors to all students in academic jeopardy.</td>
</tr>
</tbody>
</table>

Assessment Measures

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/31/2012</td>
<td>100% of ADN classes will have student success strategies and test taking strategies in their first unit of study.</td>
</tr>
<tr>
<td>05/10/2013</td>
<td>100% of ADN students will have access to scheduled workshops from student services.</td>
</tr>
<tr>
<td>05/10/2013</td>
<td>100% of students in academic jeopardy will be provided with tutor contact information at student success meetings,</td>
</tr>
</tbody>
</table>

Intended Results

<table>
<thead>
<tr>
<th>Date</th>
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<tbody>
<tr>
<td></td>
<td>No Intended Results to Display</td>
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</tbody>
</table>

Status Reports

<table>
<thead>
<tr>
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</tr>
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<tbody>
<tr>
<td></td>
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</table>

Actual Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Actual Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/26/2013</td>
<td>100 % of ADN students were invited to participate in study skills and test taking workshops.</td>
</tr>
<tr>
<td>09/26/2013</td>
<td>Student success and test taking strategies were incorporated into NUR 111 unit 1.</td>
</tr>
<tr>
<td>09/26/2013</td>
<td>100% of students in academic jeopardy were provided with tutor contact information.</td>
</tr>
<tr>
<td>09/26/2013</td>
<td>The graduation rate for the class of 2013 did not increase however the class of 2014 has a current retention rate of 61% compared to 51% at the same point in the program for the class of 2013.</td>
</tr>
</tbody>
</table>
### Use of Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/26/2013</td>
<td>Continue use of current retention strategies and explore additional methods of enhancing retention and graduation rates.</td>
</tr>
</tbody>
</table>

### Gap Analysis

**Date:** Gap Analysis:  
No Gap Analysis to Display

### SWOT

**Date**  
No SWOT to Display

### Units Impacted

**Date**  
No Units Impacted to Display
**Objective Description**

Enhance students engagement in classroom activities through the use of alternative teaching strategies and technology.

<table>
<thead>
<tr>
<th>Institutional Goals</th>
<th>Objective Types</th>
<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>01-Teaching and Learning</td>
<td>Opportunities/Weaknesses</td>
<td>Innovation</td>
</tr>
<tr>
<td>03-Technology Tools, Training and Application</td>
<td></td>
<td>Critical Thinking - QEP</td>
</tr>
</tbody>
</table>

**Tasks**

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>05/03/2013</td>
<td>In Progress</td>
<td>Medium</td>
<td>Incorporate the use of I clickers in units of study of the ADN program.</td>
</tr>
<tr>
<td>05/03/2013</td>
<td>In Progress</td>
<td>High</td>
<td>Increase the use of case study application activities and group learning projects in classroom and lab settings.</td>
</tr>
</tbody>
</table>

**Assessment Measures**

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/01/2012</td>
<td>80% of ADN units of study will have activities using I clickers to enhance student participation and assess progress of student learning.</td>
</tr>
<tr>
<td>10/01/2012</td>
<td>Increase the number of ADN units of study that involve case study application and group activities by 25%.</td>
</tr>
</tbody>
</table>

**Intended Results**

<table>
<thead>
<tr>
<th>Date</th>
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</tr>
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<tbody>
<tr>
<td></td>
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**Status Reports**

<table>
<thead>
<tr>
<th>Date</th>
<th>Status Report</th>
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<tbody>
<tr>
<td></td>
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**Actual Results**

<table>
<thead>
<tr>
<th>Date</th>
<th>Actual Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/26/2013</td>
<td>100% of ADN students purchased iClickers.</td>
</tr>
<tr>
<td>09/26/2013</td>
<td>90% of Nursing units of study include iclicker application questions.</td>
</tr>
<tr>
<td>09/26/2013</td>
<td>ADN units of study that involve application and group activities increased from 40% to 70%.</td>
</tr>
</tbody>
</table>

**Use of Results**

<table>
<thead>
<tr>
<th>Date</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/26/2013</td>
<td>Continue to use iclickers in the classroom and increase hands on application to enhance student learning.</td>
</tr>
</tbody>
</table>

**Gap Analysis**

<table>
<thead>
<tr>
<th>Date: Gap Analysis:</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Gap Analysis to Display</td>
</tr>
</tbody>
</table>

**SWOT**

<table>
<thead>
<tr>
<th>Date: SWOT Description:</th>
</tr>
</thead>
<tbody>
<tr>
<td>No SWOT to Display</td>
</tr>
</tbody>
</table>

**Units Impacted**

<table>
<thead>
<tr>
<th>Date</th>
<th>Unit Code</th>
<th>Planning Unit</th>
<th>Unit Manager</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No Units Impacted to Display</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Objective Description**
Graduate students that are prepared for entry level practice as Registered Nurses.

<table>
<thead>
<tr>
<th>Institutional Goals</th>
<th>Objective Types</th>
<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>01-Teaching and Learning</td>
<td>Opportunities/Weaknesses</td>
<td>Performance Measures Compliance</td>
</tr>
<tr>
<td></td>
<td>Student and Customer Outcomes</td>
<td>Customer Service</td>
</tr>
</tbody>
</table>

**Tasks**

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/30/2013</td>
<td>Incomplete</td>
<td>High</td>
<td>Identify and institute measures to maintain consistency in clinical and classroom evaluations of students.</td>
</tr>
<tr>
<td>09/30/2013</td>
<td>In Progress</td>
<td>High</td>
<td>Provide at least 120 hours of focused client care experiences in the final semester of the ADN program that transitions students to entry level practitioners.</td>
</tr>
</tbody>
</table>

**Assessment Measures**

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/01/2012</td>
<td>&gt;= 95% of 2013 graduates will pass the NCLEX-RN on the first attempt.</td>
</tr>
<tr>
<td>10/01/2012</td>
<td>&gt;= 95% of responding graduates will indicate program satisfaction.</td>
</tr>
<tr>
<td>10/01/2012</td>
<td>&gt;= 95% of responding employers will indicate program satisfaction.</td>
</tr>
</tbody>
</table>

**Intended Results**

<table>
<thead>
<tr>
<th>Date</th>
<th>Intended Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No Intended Results to Display</td>
</tr>
</tbody>
</table>

**Status Reports**

<table>
<thead>
<tr>
<th>Date</th>
<th>Status Report</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No Status Reports to Display</td>
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</tbody>
</table>

**Actual Results**

<table>
<thead>
<tr>
<th>Date</th>
<th>Actual Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/26/2013</td>
<td>Current data lists that 95 % of 2013 graduates passed the NCLEX on the first attempt however there is one student result not listed at this point.</td>
</tr>
<tr>
<td>09/26/2013</td>
<td>100% of responding students and 100% of graduating students indicated program satisfaction.</td>
</tr>
<tr>
<td>09/26/2013</td>
<td>100% of responding employers indicated program satisfaction.</td>
</tr>
</tbody>
</table>

**Use of Results**

<table>
<thead>
<tr>
<th>Date</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/26/2013</td>
<td>Explore additional methods to ensure students pass the NCLEX-RN on the first attempt.</td>
</tr>
</tbody>
</table>

**Gap Analysis**

<table>
<thead>
<tr>
<th>Date</th>
<th>Gap Analysis:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No Gap Analysis to Display</td>
</tr>
</tbody>
</table>

**SWOT**

<table>
<thead>
<tr>
<th>Date</th>
<th>SWOT Description:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No SWOT to Display</td>
</tr>
</tbody>
</table>

**Units Impacted**

<table>
<thead>
<tr>
<th>Date</th>
<th>Unit Code</th>
<th>Planning Unit</th>
<th>Unit Manager</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No Units Impacted to Display</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Unit Purpose

"The Autobody Repair Curriculum is designed to meet the needs of the Autobody Repair Industry, by providing trained entry level autobody technicians and painters."

Unit Goals

<table>
<thead>
<tr>
<th>Obj ID</th>
<th>Objective</th>
<th>Objective Purpose</th>
<th>Objective Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2541</td>
<td>Plastic Repair</td>
<td>Assessment Objective</td>
<td>Complete</td>
</tr>
</tbody>
</table>

Objective Description

Graduates of the Automotive Collision Repair & Refinishing Diploma program will be able to use and identify proper plastic repair; materials, equipment and procedures following the latest industry standards.

Institutional Goals

<table>
<thead>
<tr>
<th>Objective Types</th>
<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student and Customer Outcomes</td>
<td>No Planning Priorities to Display</td>
</tr>
</tbody>
</table>

Tasks

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>07/10/2013</td>
<td>Complete</td>
<td>High</td>
<td>Students will perform quality plastic repairs.</td>
</tr>
</tbody>
</table>

Assessment Measures

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>07/10/2013</td>
<td>All graduating students will perform quality plastic welds and adhesive repairs to a vehicle’s interior &amp; exterior plastic parts. Quality of repairs will be judged by an outside professional.</td>
</tr>
</tbody>
</table>

Intended Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Intended Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>07/10/2013</td>
<td>100% of graduating students will perform quality plastic repairs.</td>
</tr>
</tbody>
</table>

Status Reports

<table>
<thead>
<tr>
<th>Date</th>
<th>Status Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/31/2013</td>
<td>Complete</td>
</tr>
</tbody>
</table>

Actual Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Actual Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>07/31/2013</td>
<td>100% of graduating students performed quality plastic welding and adhesive repairs to a vehicles interior and exterior plastic parts. Day students repairs were judged by the C.R.R.T. evening instructor Jeff Brown. Evening students repairs were judged by the C.R.R.T. lead instructor Shawn Dixon</td>
</tr>
</tbody>
</table>

Use of Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>07/31/2013</td>
<td>No action necessary</td>
</tr>
</tbody>
</table>

Gap Analysis

| Date: Gap Analysis:
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>No Gap Analysis to Display</td>
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</tbody>
</table>
## SWOT

<table>
<thead>
<tr>
<th>Date</th>
<th>SWOT Description:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No SWOT to Display</td>
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</tbody>
</table>

## Units Impacted

<table>
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<tr>
<th>Date</th>
<th>Unit Code</th>
<th>Planning Unit</th>
<th>Unit Manager</th>
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<tbody>
<tr>
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</tbody>
</table>

No Units Impacted to Display
### Objective Description
Graduates of the Automotive Collision Repair & Refinishing Technology Diploma program will be able to use and identify proper refinishing; equipment, materials, and procedures following the latest industry standards.

<table>
<thead>
<tr>
<th>Institutional Goals</th>
<th>Objective Types</th>
<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>01-Teaching and Learning</td>
<td>Student and Customer Outcomes</td>
<td>No Planning Priorities to Display</td>
</tr>
</tbody>
</table>

#### Tasks

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>05/01/2013</td>
<td>Complete</td>
<td>High</td>
<td>Students will perform quality paint repairs on a late model vehicle</td>
</tr>
</tbody>
</table>

#### Assessment Measures

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>07/21/2011</td>
<td>Students will perform a blendable match on a late model vehicle, or a front clip (hood and two fenders simulating the front of a vehicle). Color match, and appearance will be judged by an outside professional or the vehicle owner.</td>
</tr>
</tbody>
</table>

#### Intended Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Intended Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>05/01/2013</td>
<td>100% of graduating students will perform a blendable match.</td>
</tr>
</tbody>
</table>

#### Status Reports

<table>
<thead>
<tr>
<th>Date</th>
<th>Status Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/1/2013</td>
<td>Complete</td>
</tr>
</tbody>
</table>

#### Actual Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Actual Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>05/01/2013</td>
<td>100% of graduating students performed a blendable match on a late model vehicle. Color match, and appearance was judged by the vehicle owner.</td>
</tr>
</tbody>
</table>

#### Use of Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>05/01/2013</td>
<td>Now that we have a day and evening Diploma program we need a more consistent process of tracking students projects.</td>
</tr>
</tbody>
</table>

#### Gap Analysis

**Date:**
No Gap Analysis to Display

#### SWOT

**Date:**
No SWOT to Display

#### Units Impacted

<table>
<thead>
<tr>
<th>Date</th>
<th>Unit Code</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

No Units Impacted to Display
### Objective Description

Graduates of the Collision Repair & Refinish Technology Diploma program will be able to repair a vehicle with minor non-structural damage following the latest industry standards.

<table>
<thead>
<tr>
<th>Institutional Goals</th>
<th>Objective Types</th>
<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>01-Teaching and Learning</td>
<td>Student and Customer Outcomes</td>
<td>Customer Service</td>
</tr>
</tbody>
</table>

### Tasks

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>05/01/2013</td>
<td>Complete</td>
<td>High</td>
<td>Students will repair vehicle with light to moderate collision damage. Quality and appearance of repair will be judged by an outside professional or the vehicle owner.</td>
</tr>
</tbody>
</table>

### Assessment Measures

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>05/01/2013</td>
<td>All graduating students will a repair a vehicle with light to moderate collision damage, following accepted industry standards.</td>
</tr>
</tbody>
</table>

### Intended Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Intended Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>05/01/2013</td>
<td>100% of graduating students will repair a vehicle with collision damage.</td>
</tr>
</tbody>
</table>

### Status Reports

<table>
<thead>
<tr>
<th>Date</th>
<th>Status Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/12/2013</td>
<td>Complete</td>
</tr>
</tbody>
</table>

### Actual Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Actual Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>05/01/2013</td>
<td>100% of graduating students repaired a vehicle with light to moderate collision damage. Quality and appearance of repair was judged by the vehicle owner.</td>
</tr>
</tbody>
</table>

### Use of Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>05/01/2013</td>
<td>Now that we have a day and evening Diploma program we need a more consistent process of tracking students projects.</td>
</tr>
</tbody>
</table>

### Gap Analysis

Date: Gap Analysis:

No Gap Analysis to Display

### SWOT

Date: SWOT Description:

No SWOT to Display

### Units Impacted

<table>
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<tr>
<th>Date</th>
<th>Unit Code</th>
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<th>Unit Manager</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

No Units Impacted to Display
Unit Code: 52711  Planning Unit: Automotive Technology  Unit Manager: Butler, Thomas

Unit Purpose

"Automotive Systems Technology is designed to meet the need for preparing highly trained technicians to service and repair automotive and light trucks equipped with highly technical electrical, electronics, and emission control systems."

Unit Goals

<table>
<thead>
<tr>
<th>Obj ID</th>
<th>Objective</th>
<th>Objective Purpose</th>
<th>Objective Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2550</td>
<td>Engine Repair and Diagnosis</td>
<td>Assessment Objective</td>
<td>Complete</td>
</tr>
</tbody>
</table>

Objective Description

Upon completion students should be able to diagnose common problems and noises related to the engine and related subsystems. Students should also be able to perform basic service and repairs to these systems.

Institutional Goals

<table>
<thead>
<tr>
<th>Institutional Goals</th>
<th>Objective Types</th>
<th>Strategic Initatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>01-Teaching and Learning</td>
<td>Student and Customer Outcomes</td>
<td>Customer Service</td>
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</table>

Tasks

<table>
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<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In Progress</td>
<td>High</td>
<td>Students will have lessons and demonstrations of the basic engine components and related subsystems.</td>
</tr>
<tr>
<td></td>
<td>In Progress</td>
<td>High</td>
<td>Students will have demonstrations of common problems and noises associated to the engine and related subsystems system.</td>
</tr>
</tbody>
</table>

Assessment Measures

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/16/2012</td>
<td>95% of students participating will demonstrate to an instructor or advisory member their knowledge of the engine and related subsystems.</td>
</tr>
<tr>
<td>08/16/2012</td>
<td>95% of students participating will demonstrate to an instructor or advisory member their knowledge of servicing, diagnosing and repair of the engine and related subsystems.</td>
</tr>
<tr>
<td>08/16/2012</td>
<td>90% of students participating will demonstrate to an instructor or advisory member through hands-on testing their knowledge of the engine and related subsystems.</td>
</tr>
<tr>
<td>08/16/2012</td>
<td>90% of students participating will demonstrate to an instructor or advisory member their testing abilities with ASE style final exam.</td>
</tr>
</tbody>
</table>

Intended Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Intended Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

Status Reports

<table>
<thead>
<tr>
<th>Date</th>
<th>Status Report</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No Status Reports to Display</td>
</tr>
</tbody>
</table>
### Actual Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Actual Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>03/28/2013</td>
<td>95% of students participating were able to demonstrate to an instructor or advisory member their knowledge of the engine and related subsystems through engine teardown and component identification.</td>
</tr>
<tr>
<td>03/28/2013</td>
<td>95% of students participating were able to demonstrate to an instructor or advisory member their knowledge of servicing, diagnosing and repair of the engine and related subsystems with activity sheets and teardown specification sheets.</td>
</tr>
<tr>
<td>03/28/2013</td>
<td>90% of students participating were able to demonstrate to an instructor or advisory member through hands-on testing their knowledge of the engine and related subsystems.</td>
</tr>
<tr>
<td>03/28/2013</td>
<td>90% of students participating were able to demonstrate to an instructor or advisory member their testing abilities with an ASE style final exam.</td>
</tr>
</tbody>
</table>

### Use of Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>03/28/2013</td>
<td>Room for teardowns and related activities as well as replacing some of our older equipment and engines is our biggest concerns. Purchase of a new engine head level machine is a priority if we had more space.</td>
</tr>
</tbody>
</table>

### Gap Analysis

<table>
<thead>
<tr>
<th>Date</th>
<th>Gap Analysis:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No Gap Analysis to Display</td>
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</tbody>
</table>

### SWOT

<table>
<thead>
<tr>
<th>Date</th>
<th>SWOT Description:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No SWOT to Display</td>
</tr>
</tbody>
</table>

### Units Impacted

<table>
<thead>
<tr>
<th>Date</th>
<th>Unit Code</th>
<th>Planning Unit</th>
<th>Unit Manager</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No Units Impacted to Display</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Objective Description

Upon completion students should be able to diagnose common problems and noises related to powertrain systems. Students should also be able to perform basic service and repairs to these systems.

<table>
<thead>
<tr>
<th>Institutional Goals</th>
<th>Objective Types</th>
<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>01-Teaching and Learning</td>
<td>Student and Customer Outcomes</td>
<td>Customer Service</td>
</tr>
</tbody>
</table>

Tasks

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Progress</td>
<td>High</td>
<td></td>
<td>Students will participate and observe demonstrations by an instructor components of the powertrain system. Students will informed of service procedures, common problems and noises related to this system.</td>
</tr>
<tr>
<td>In Progress</td>
<td>High</td>
<td></td>
<td>Students will participating and observe demonstrations by an instructor proper procedures of servicing, diagnosing and repair of the powertrain system and related components.</td>
</tr>
<tr>
<td>In Progress</td>
<td>High</td>
<td></td>
<td>Students will demonstrate there knowledge through hands-on testing of the powertrain system and related components.</td>
</tr>
<tr>
<td>In Progress</td>
<td>High</td>
<td></td>
<td>Students will demonstrate there testing abilities with an ASE style final exam.</td>
</tr>
</tbody>
</table>

Assessment Measures

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>03/28/2013</td>
<td>95% of students participating will demonstrate to an instructor or advisory member their knowledge of the powertrain system and related components.</td>
</tr>
<tr>
<td>03/28/2013</td>
<td>95% of students participating will demonstrate to an instructor or advisory member their knowledge of servicing, diagnosing and repair of the powertrain system and related components.</td>
</tr>
<tr>
<td>03/28/2013</td>
<td>90% of students participating will demonstrate to an instructor or advisory member through hands-on testing their knowledge of the powertrain system and related components.</td>
</tr>
<tr>
<td>03/28/2013</td>
<td>90% of students participating will demonstrate to an instructor or advisory member their testing abilities with an ASE style final exam.</td>
</tr>
</tbody>
</table>

Intended Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Intended Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No Intended Results to Display</td>
</tr>
</tbody>
</table>

Status Reports

<table>
<thead>
<tr>
<th>Date</th>
<th>Status Report</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No Status Reports to Display</td>
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</tbody>
</table>

Actual Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Actual Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>03/28/2013</td>
<td>95% of students participating demonstrated to an instructor or advisory member their knowledge of the powertrain system and related components with component identification and correct service procedures.</td>
</tr>
<tr>
<td>03/28/2013</td>
<td>95% of students participating were able to demonstrate to an instructor or advisory member their knowledge of servicing, diagnosing and repair of the powertrain system and related components with activity sheets.</td>
</tr>
<tr>
<td>03/28/2013</td>
<td>90% of students participating were able to demonstrate to an instructor or advisory member through hands-on testing their knowledge of the powertrain system and related components.</td>
</tr>
<tr>
<td>03/28/2013</td>
<td>90% of students participating were able to demonstrate to an instructor or advisory member their testing abilities with an ASE style final exam.</td>
</tr>
</tbody>
</table>
### Use of Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>03/28/2013</td>
<td>Limited space for multi vehicle inspection and lifting of vehicles. Expansion of the shop area into HET shop should help.</td>
</tr>
</tbody>
</table>

### Gap Analysis

**Date:** Gap Analysis:  
No Gap Analysis to Display

### SWOT

**Date**  | **SWOT Description:**  
No SWOT to Display

### Units Impacted

<table>
<thead>
<tr>
<th>Date</th>
<th>Unit Code</th>
<th>Planning Unit</th>
<th>Unit Manager</th>
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</thead>
<tbody>
<tr>
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<tr>
<td>No Units Impacted to Display</td>
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</tr>
</tbody>
</table>
2552  Brakes  Objective
Assessment Objective  Complete

**Objective Description**
Upon completion students will be able to use their purchased brake tool set to remove and re-install brake components.

<table>
<thead>
<tr>
<th>Institutional Goals</th>
<th>Objective Types</th>
<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>01-Teaching and Learning</td>
<td>Student and Customer Outcomes</td>
<td>Customer Service</td>
</tr>
</tbody>
</table>

**Tasks**

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Progress</td>
<td>High</td>
<td></td>
<td>Students will participate and observe demonstrations by an instructor for; the brake system and related components. Demonstrations will include proper use of the tool set they purchased.</td>
</tr>
<tr>
<td>In Progress</td>
<td>High</td>
<td></td>
<td>Students will participate and observe demonstrations by an instructor for: servicing, diagnosing and repair of common problems and styles of the brake system and related components.</td>
</tr>
<tr>
<td>In Progress</td>
<td>High</td>
<td></td>
<td>Students will demonstrate through hands-on activities and worksheets their knowledge of the brake system and related components and use of the brake tool set they purchased.</td>
</tr>
<tr>
<td>In Progress</td>
<td>High</td>
<td></td>
<td>Students will participate in written exams based on ASE style testing.</td>
</tr>
</tbody>
</table>

**Assessment Measures**

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>03/28/2013</td>
<td>95% of students participating will demonstrate to an instructor or advisory member their knowledge of the brake system and related components with the tool set they purchased.</td>
</tr>
<tr>
<td>03/28/2013</td>
<td>95% of students participating will demonstrate to an instructor or advisory member their knowledge of servicing, diagnosing and repair of the brake system and related components.</td>
</tr>
<tr>
<td>03/28/2013</td>
<td>90% of students participating will demonstrate to an instructor or advisory member through hands-on testing their knowledge of the brake system and related components and use of the brake tool set they purchased.</td>
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<td>03/28/2013</td>
<td>90% of students participating will demonstrate to an instructor or advisory member their testing abilities with an ASE style final exam.</td>
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**Actual Results**

<table>
<thead>
<tr>
<th>Date</th>
<th>Actual Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>03/28/2013</td>
<td>95% of students participating where able to demonstrate to an instructor or advisory member their knowledge of the brake system and related components with the tool set they purchased. Student purchased tools sped up the hands-on activities.</td>
</tr>
<tr>
<td>03/28/2013</td>
<td>95% of students participating were able to demonstrate to an instructor or advisory member their knowledge of servicing, diagnosing and repair of the brake system and related components. Student purchased tools reduced the wait time for individuals to complete activities.</td>
</tr>
<tr>
<td>03/28/2013</td>
<td>90% of students participating were able to demonstrate to an instructor or advisory member through hands-on testing their knowledge of the brake system and related components and use of the brake tool set they purchased.</td>
</tr>
<tr>
<td>03/28/2013</td>
<td>90% of students participating were able to demonstrate to an instructor or advisory member their testing abilities with an ASE style final exam.</td>
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<tr>
<td>Date</td>
<td>Use of Results</td>
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</tr>
<tr>
<td>03/28/2013</td>
<td>Continued student tool purchase as per discussions with advisory board members. Continue Pick and Pull field trips for variety of brake system component removal. Research other medias for brake system training. ie CDX</td>
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</tbody>
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<table>
<thead>
<tr>
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<th>Unit Code</th>
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<th>Unit Manager</th>
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</table>
|          | No Units Impacted to Display
Unit Purpose
The Basic Law Enforcement Training Program is designed to provide the student with the skills and knowledge necessary to perform those task essential to function as an inexperienced law enforcement officer.

Unit Goals

<table>
<thead>
<tr>
<th>Obj ID</th>
<th>Objective</th>
<th>Objective Purpose</th>
<th>Objective Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2591</td>
<td>Night Time Basic Law Enforcement Training Program</td>
<td>Assessment Objective</td>
<td>Complete</td>
</tr>
</tbody>
</table>

Objective Description
Devise, develop, implement, and complete a Basic Law Enforcement Training Program class held predominately at night and weekends. This permits prospective students that are currently working, possibly married with children to continue to work during the day and take the classes at night.

Institutional Goals | Objective Types | Strategic Initiatives
---|---|---
01-Teaching and Learning | Student and Customer Outcomes | Innovation |
11-Institutional Effectiveness | Opportunities/Weaknesses | Completions |

Tasks
<table>
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<tr>
<th>Due Date</th>
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Assessment Measures
<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/22/2012</td>
<td>Class would be formulated, advertised, and started on October 22, 2012 with at least 12 BLET students. Class would be completed on June 7, 2013.</td>
</tr>
</tbody>
</table>

Intended Results
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>09/17/2012</td>
<td>This would allow for students that cannot come to a 19 week day course, possible because of work and family commitments, to attend a night class.</td>
</tr>
</tbody>
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Status Reports
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<tr>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>03/21/2013</td>
<td>The Basic Law Enforcement Training Night Program was instituted on October 22, 2012. This program started with 17 students and to this date, has maintained a total of 14 students. These 14 students are expected to take their state exam on June 7, 2013 and graduate on June 10, 2013.</td>
</tr>
</tbody>
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Use of Results
<table>
<thead>
<tr>
<th>Date</th>
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</tr>
</thead>
<tbody>
<tr>
<td>09/17/2012</td>
<td>The results indicate that there is a group of prospective students that are not able to attend the Basic Law Enforcement Training Program classes during the daytime for various reasons to include family responsibilities, jobs, etc. We will continue to offer at least one night program in BLET.</td>
</tr>
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<td>SWOT Description:</td>
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</table>
Objective Description
Review, analyze, and implement mandated changes from the North Carolina Criminal Justice Standards and Training Commission and the North Carolina Sheriff's Standards and Training Commission.

<table>
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<tr>
<th>Institutional Goals</th>
<th>Objective Types</th>
<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>01-Teaching and Learning</td>
<td>Opportunities/Weaknesses</td>
<td>Accreditation Compliance</td>
</tr>
<tr>
<td>03-Technology Tools, Training and Application</td>
<td>Student and Customer Outcomes</td>
<td>Customer Service</td>
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**Tasks**

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**Assessment Measures**

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<tr>
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<tbody>
<tr>
<td>09/25/2012</td>
<td>North Carolina Criminal Justice Standards and Training Commission and the North Carolina Sheriff's Standards and Training Commission will implement state mandated changes to the Basic Law Enforcement Training Program prior to January of 2013. We will have all changes in place and be in compliance by the start of the January 2, 2013 Basic Law Enforcement Training class.</td>
</tr>
</tbody>
</table>

**Intended Results**

<table>
<thead>
<tr>
<th>Date</th>
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</tr>
</thead>
<tbody>
<tr>
<td>09/25/2012</td>
<td>The intended result is to keep the Basic Law Enforcement Training Program up to date and compliant with all of the rules, regulations, policies and procedures of both the North Carolina Criminal Justice Standards and Training Commission and the North Carolina Sheriff's Standards and Training Commission.</td>
</tr>
</tbody>
</table>

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<tbody>
<tr>
<td>03/21/2013</td>
<td>In January and July of each year, the State of North Carolina Criminal Justice Standards and Training Commission and the State of North Carolina Sheriffs Standards and Training Commission make changes that they deem necessary to the Basic Law Enforcement Training Program. During this time period, the respective commissions make a total of 35 changes to lesson plans, equipment, practicals, and delivery methods. All staff and instructors have been informed, all equipment and lesson plans changes, and we are in fully compliance with both commissions.</td>
</tr>
</tbody>
</table>

**Use of Results**

<table>
<thead>
<tr>
<th>Date</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>03/21/2013</td>
<td>This is an ongoing procedure that occurs each January and July. This will be used to allow for review and suggest changes in the BLET Program.</td>
</tr>
</tbody>
</table>

**Gap Analysis**

<table>
<thead>
<tr>
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<tbody>
<tr>
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**SWOT**

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<tbody>
<tr>
<td></td>
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<tr>
<td>Date</td>
<td>Unit Code</td>
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<tr>
<td>No Units Impacted to Display</td>
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</tbody>
</table>
**Objective Description**

The State of North Carolina Criminal Justice Standards and Training Commission and the North Carolina Sheriff's Standards and Training Commission will implement changes in the Basic Law Enforcement Training Program prior to January, 2013. This will also require changes in the equipment used by the Basic Law Enforcement Program. We will inventory, review, and replace any and all equipment that is not in compliance with the State of North Carolina Criminal Justice and Sheriff's Standards and Training Commission.

<table>
<thead>
<tr>
<th>Institutional Goals</th>
<th>Objective Types</th>
<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>01-Teaching and Learning</td>
<td>Opportunities/Weaknesses</td>
<td>Accreditation Compliance</td>
</tr>
<tr>
<td>03-Technology Tools, Training and Application</td>
<td>Legislative Mandate</td>
<td>Customer Service</td>
</tr>
<tr>
<td></td>
<td>Student and Customer Outcomes</td>
<td>Performance Measures Compliance</td>
</tr>
</tbody>
</table>

**Tasks**

<table>
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</thead>
<tbody>
<tr>
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**Assessment Measures**

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<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/25/2012</td>
<td>Prior to the January 2, 2013 Basic Law Enforcement Training Program class, we will inventory and replace all equipment that has been changed by the State of North Carolina Criminal Justice and the Sheriff's Standards and Training Commission.</td>
</tr>
</tbody>
</table>

**Intended Results**

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>09/25/2012</td>
<td>This will allow the Basic Law Enforcement Training Program to be up to date and stay in compliance with the State of North Carolina Criminal Justice and the Sheriff's Standards and Training Commission.</td>
</tr>
</tbody>
</table>

**Status Reports**

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<tbody>
<tr>
<td>03/21/2013</td>
<td>All of the State of North Carolina Criminal Justice Standards and Training requirements and the State of North Carolina Sheriffs Standards and Training requirements regarding equipment have been review, analyzed, and compiled. The BLET Program spent all necessary monies to modify, repair, and/or replace all equipment. We have completed our 5 year Recertification Audit successfully and all equipment meets or exceeds that requirements.</td>
</tr>
</tbody>
</table>

**Use of Results**

<table>
<thead>
<tr>
<th>Date</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>03/21/2013</td>
<td>The results will be used as a guideline on all future equipment needs for the program.</td>
</tr>
</tbody>
</table>

**Gap Analysis**

<table>
<thead>
<tr>
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<tbody>
<tr>
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**SWOT**

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<tbody>
<tr>
<td></td>
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</tr>
<tr>
<td>Date</td>
<td>Unit Code</td>
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</tbody>
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No Units Impacted to Display
Unit Code: Planning Unit: Unit Manager
53300 Basic Skills Talbert, Erica

Unit Purpose
Cape Fear Community College's Basic Skills program provides educational opportunities for adults to improve their reading, writing, mathematics, and communication skills through five major program components--Adult Basic Education (ABE), Adult High School Diploma (AHS), Compensatory Education Development (CED), General Education Development (GED) and English as a Second Language (ESL)--for the purpose of assisting adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency, assist adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children, and assist adults in the completion of a secondary school education.

Unit Goals

<table>
<thead>
<tr>
<th>Obj ID</th>
<th>Objective</th>
<th>Objective Purpose</th>
<th>Objective Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2913</td>
<td>GED Pass Rate Performance Measure</td>
<td>Assessment Objective</td>
<td>Incomplete</td>
</tr>
</tbody>
</table>

Objective Description
Provide instruction that prepares at least 82% of our GED students, who begin the GED test, to finish/pass the GED test in the performance year.

Institutional Goals
<table>
<thead>
<tr>
<th>Goal Type</th>
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</thead>
<tbody>
<tr>
<td>01-Teaching and Learning</td>
</tr>
<tr>
<td>03-Technology Tools, Training and Application</td>
</tr>
<tr>
<td>04-Learning Resources</td>
</tr>
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</table>

Objective Types
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Student and Customer Outcomes</td>
</tr>
<tr>
<td>Legislative Mandate</td>
</tr>
<tr>
<td>Opportunities/Weaknesses</td>
</tr>
</tbody>
</table>

Strategic Initiatives
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<tr>
<th>Initiatives</th>
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</thead>
<tbody>
<tr>
<td>Performance Measures Compliance</td>
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<td>Retention</td>
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<td>Completions</td>
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Tasks

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Print Date: Wednesday, March 12, 2014  Page 50 of 356
### Gap Analysis

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### Units Impacted

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<thead>
<tr>
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<th>Unit Manager</th>
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No Units Impacted to Display
## Unit Purpose

The Boat Building curriculum prepares individuals for employment in the boat building and boat repair industry. Today's boat builders are highly skilled craftspeople who can create complex shapes out of wood. Graduates may find work with yacht manufacturers, high-end furniture shops, architectural millwork shops, and companies installing built-in furniture in homes. Other opportunities can be found in boat maintenance and repair yards.

### Unit Goals

<table>
<thead>
<tr>
<th>Obj ID</th>
<th>Objective</th>
<th>Objective Purpose</th>
<th>Objective Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2760</td>
<td>Boat show</td>
<td>Assessment Objective</td>
<td>Complete</td>
</tr>
</tbody>
</table>

**Objective Description**

Increase community participation in annual boat show.

<table>
<thead>
<tr>
<th><strong>Institutional Goals</strong></th>
<th><strong>Objective Types</strong></th>
<th><strong>Strategic Initiatives</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>06-Community Partnerships</td>
<td>Opportunities/Weaknesses</td>
<td>Innovation</td>
</tr>
<tr>
<td>12-Public Relations &amp; Marketing</td>
<td>Student and Customer Outcomes</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Tasks</strong></th>
<th><strong>Status</strong></th>
<th><strong>Priority</strong></th>
<th><strong>Task</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In Progress</td>
<td>Medium</td>
<td>Revamp website and brochure for annual boat show.</td>
</tr>
<tr>
<td></td>
<td>In Progress</td>
<td>Low</td>
<td>Work with local Simmons Sea Skiff club for increased boat show participation.</td>
</tr>
</tbody>
</table>

**Assessment Measures**

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>02/06/2013</td>
<td>By increasing money raised for boat building scholarships.</td>
</tr>
</tbody>
</table>

**Intended Results**

<table>
<thead>
<tr>
<th>Date</th>
<th>Intended Results</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>No Intended Results to Display</td>
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</tbody>
</table>

**Status Reports**

<table>
<thead>
<tr>
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<tbody>
<tr>
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</tbody>
</table>

**Actual Results**

<table>
<thead>
<tr>
<th>Date</th>
<th>Actual Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/26/2013</td>
<td>Positive feedback from Simmons Club and other vendors on the change of date for the boat show. Results (money raised) are inconclusive due to bad weather on morning of the show.</td>
</tr>
</tbody>
</table>

**Use of Results**

<table>
<thead>
<tr>
<th>Date</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/26/2013</td>
<td>Due to inconclusive results, strategies implemented last year will carry over to next year.</td>
</tr>
</tbody>
</table>

**Gap Analysis**

<table>
<thead>
<tr>
<th>Date</th>
<th>Gap Analysis</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>No Gap Analysis to Display</td>
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</table>
### SWOT

<table>
<thead>
<tr>
<th>Date</th>
<th>SWOT Description:</th>
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<tbody>
<tr>
<td></td>
<td>No SWOT to Display</td>
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### Units Impacted

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</tbody>
</table>
**Objective Description**

Work with Petit Paint Co. technicians to give a seminar for students on the proper use and procedure for applying marine enamel.

<table>
<thead>
<tr>
<th>Institutional Goals</th>
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<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>03-Technology Tools, Training and Application</td>
<td>Student and Customer Outcomes, Opportunities/Weaknesses</td>
<td>Innovation</td>
</tr>
<tr>
<td>01-Teaching and Learning</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Tasks

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

## Assessment Measures

<table>
<thead>
<tr>
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<tbody>
<tr>
<td></td>
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## Intended Results

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## Status Reports

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<tbody>
<tr>
<td></td>
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</tbody>
</table>

## Actual Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Actual Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/26/2013</td>
<td>Seminar was a sucess. Students gained knowledge of Petit Paint products from a demonstration that was conducted on campus.</td>
</tr>
</tbody>
</table>

## Use of Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/26/2013</td>
<td>As a result of the sucess of the seminar we will be hosting the event again.</td>
</tr>
</tbody>
</table>

## Gap Analysis

<table>
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<tbody>
<tr>
<td></td>
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## SWOT

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## Units Impacted

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</tbody>
</table>
**Objective Description**
Meet and work with local boat builders and repair yards to help place students in the workforce after graduation.

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<tr>
<th>Institutional Goals</th>
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<tbody>
<tr>
<td>06-Community Partnerships</td>
<td>Student and Customer Outcomes</td>
<td>Completions</td>
</tr>
<tr>
<td>08-Human Resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12-Public Relations &amp; Marketing</td>
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</tbody>
</table>

**Tasks**
No Tasks to Display

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<tbody>
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</table>

**Actual Results**
Placed one graduate in a boat building job of his choice at Jarret Bay Boat works. Other graduates have chosen to continue their education at CFCC in the Marine Diesel program and Boat Manufacture and service program.

<table>
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<tbody>
<tr>
<td>09/26/2013</td>
<td>Placed one graduate in a boat building job of his choice at Jarret Bay Boat works. Other graduates have chosen to continue their education at CFCC in the Marine Diesel program and Boat Manufacture and service program.</td>
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</tbody>
</table>

**Use of Results**
Boat builder and repair yards are supportive of our efforts and eager for future graduates.

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</tr>
</thead>
<tbody>
<tr>
<td>09/26/2013</td>
<td>Boat builder and repair yards are supportive of our efforts and eager for future graduates.</td>
</tr>
</tbody>
</table>

**Gap Analysis**
No Gap Analysis to Display

**SWOT**
No SWOT to Display

**Units Impacted**
No Units Impacted to Display
Unit Purpose

The Boat Manufacture and Service Technology program prepares students for employment in the manufacture and service of boats. Students learn the basics of boat design and the implementation of those designs in various components and/or complete boats or yachts.

Unit Goals

<table>
<thead>
<tr>
<th>Obj ID</th>
<th>Objective</th>
<th>Objective Purpose</th>
<th>Objective Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2742</td>
<td>Boat Reconfiguration</td>
<td>Assessment Objective</td>
<td>Complete</td>
</tr>
</tbody>
</table>

Objective Description

Train students in the disciplines of boat services, repairs, and restoration by continuing progress on the former Coast Guard Surface Rescue Boat acquired by CFCC.

Tasks

<table>
<thead>
<tr>
<th>Due Date</th>
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<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Incomplete</td>
<td>High</td>
<td>Discuss with the instructors who use the vessel what their specific needs are and formulate a plan factoring time and materials to execute the restoration.</td>
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</tbody>
</table>

Assessment Measures

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/11/2012</td>
<td>Students will be assessed by their understanding of principles of boat restoration and cooperation with fellow students to accomplish the goals set.</td>
</tr>
</tbody>
</table>

Intended Results

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>12/11/2012</td>
<td>To prepare students to enter the boat restoration and repair workforce as educated, trained individuals who understand the complexities of restoration and group work.</td>
</tr>
</tbody>
</table>

Status Reports

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Actual Results

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<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>09/26/2013</td>
<td>The rear rescue area of the Coast Guard Surface Rescue Boat was removed and replaced with a flat deck. Students were able to train in an open lamination setting using polyester resins and foam core materials.</td>
</tr>
</tbody>
</table>

Use of Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/26/2013</td>
<td>The Coast Guard Surface Rescue Boat will now offer more capabilities for the Marine Tech program. The addition of a flat rear deck allows for more room for students as well as presenting a platform with which to use hydrographic survey equipment.</td>
</tr>
</tbody>
</table>

Print Date: Wednesday, March 12, 2014
### Gap Analysis

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### Units Impacted

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</tbody>
</table>
### Objective Description
Create a mock-up stern section of a boat's hull in which to more effectively demonstrate and practice engine installation. Once complete, this platform may be used indefinitely for students to train on the principles of many different types of engine installation.

#### Institutional Goals
- 01-Teaching and Learning
- 03-Technology Tools, Training and Application

#### Objective Types
- Student and Customer Outcomes

#### Strategic Initiatives
- Critical Thinking - QEP

<table>
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<tr>
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<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Incomplete</td>
<td>High</td>
<td>Create a modular, mock-up stern portion of a typical boat's hull by employing permanent structure combined with replaceable practice panels.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment Measures</th>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>12/11/2012</td>
<td>Students will be assessed by demonstration of proper and safe techniques during the build process.</td>
</tr>
<tr>
<td></td>
<td>12/11/2012</td>
<td>Students will be assessed by demonstration of proper and safe engine installation once the build process is complete.</td>
</tr>
</tbody>
</table>

<table>
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<tr>
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<th>Date</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>12/11/2012</td>
<td>To provide a platform by which students will gain knowledge of inboard, outboard, I/O, gasoline, and diesel engine installations by utilizing a more accurate representation of a boat's hull.</td>
</tr>
</tbody>
</table>

<table>
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<th>Date</th>
<th>Actual Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>09/26/2013</td>
<td>The mock up stern section of a boat's hull was successfully completed. This stern section is now usable for future engine installation classes to practice various styles of engine installation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Use of Results</th>
<th>Date</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>09/26/2013</td>
<td>The students participating in the construction of the mock up hull learned stringer and floor construction in an open laminate setting using polyester resins. The mock up hull is now ready for use in future engine installation classes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gap Analysis</th>
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<tbody>
<tr>
<td></td>
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<table>
<thead>
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No Units Impacted to Display
**Objective Description**

Once acquisition of "Yard Arm" boats stands is completed students will be exposed to the safe and proper handling of boats in a simulated commercial boatyard environment.

<table>
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<th>Strategic Initiatives</th>
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<tbody>
<tr>
<td>01-Teaching and Learning</td>
<td>Student and Customer Outcomes</td>
<td>Critical Thinking - QEP</td>
</tr>
</tbody>
</table>

### Tasks

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<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Incomplete</td>
<td>High</td>
<td>Acquire &quot;Yard Arm&quot; hydraulic boat stands.</td>
</tr>
<tr>
<td></td>
<td>Incomplete</td>
<td>High</td>
<td>Train students to safely operate hydraulic boat stands in a simulated commercial boatyard environment.</td>
</tr>
<tr>
<td></td>
<td>Incomplete</td>
<td>Medium</td>
<td>Take students to a true commercial boatyard by organizing a field trip in which the students will have the opportunity to speak with the employees and managers of the facility.</td>
</tr>
</tbody>
</table>

### Assessment Measures

<table>
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<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/11/2012</td>
<td>Students will be assessed by demonstrating safe and proper handling and care of vessels in a simulated boatyard experience.</td>
</tr>
</tbody>
</table>

### Intended Results

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>12/11/2012</td>
<td>Students will learn how to properly communicate, demonstrate situational awareness, and use safe practices while handling boats.</td>
</tr>
</tbody>
</table>

### Status Reports

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<tbody>
<tr>
<td>09/26/2013</td>
<td>&quot;Yard Arm&quot; boat stands were acquired and students trained in the safe operation of the equipment.</td>
</tr>
</tbody>
</table>

### Use of Results

<table>
<thead>
<tr>
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<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/26/2013</td>
<td>Students trained using &quot;Yard Arm&quot; boat stands by lifting the Coast Guard Surface Rescue Boat off its trailer and repositioning it. The SRB was positioned too far to the rear of the trailer and presented a hazard by having too little tongue weight. Using the Yard Arms the students were able to remedy the problem and gain the knowledge and skills necessary to use this typical piece of boatyard equipment.</td>
</tr>
</tbody>
</table>

### Gap Analysis

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### SWOT

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<th>Date</th>
<th>SWOT Description:</th>
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<tbody>
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### Units Impacted

<table>
<thead>
<tr>
<th>Date</th>
<th>Unit Code</th>
<th>Planning Unit</th>
<th>Unit Manager</th>
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<tbody>
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**Print Date:** Wednesday, March 12, 2014  
**Page 60 of 356**
Unit Purpose

Provide primary support to the Senior Vice President of Business and Institutional Services in all aspects of the College's budget process; interpret NCCCS System Office, State and Federal mandates; ensure compliance with budget directives; and provide administrative support to the senior management of the College.

Unit Goals

<table>
<thead>
<tr>
<th>Obj ID</th>
<th>Objective</th>
<th>Objective Purpose</th>
<th>Objective Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2467</td>
<td>State cash requests</td>
<td>Assessment Objective</td>
<td>Incomplete</td>
</tr>
</tbody>
</table>

Objective Description

Preparation of monthly State cash certification requests. This requires accurate projection of all anticipated expenditures of state funds for the following month.

<table>
<thead>
<tr>
<th>Institutional Goals</th>
<th>Objective Types</th>
<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Institutional Goals to Display</td>
<td>No Objective Types to Display</td>
<td>No Planning Priorities to Display</td>
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Tasks

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/04/2013</td>
<td>In Progress</td>
<td>High</td>
<td>Preparation of State cash certification request by second business day of each month.</td>
</tr>
</tbody>
</table>

Assessment Measures

<table>
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Intended Results

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Status Reports

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Actual Results

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<thead>
<tr>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>07/03/2012</td>
<td>Requested $3,800,000 of state funds for July 2012 anticipated operating expenses.</td>
</tr>
<tr>
<td>08/01/2012</td>
<td>Requested $4,018,500 of state funds for August 2012 estimated operating expenses.</td>
</tr>
<tr>
<td>09/05/2012</td>
<td>Requested $4,176,500 of state funds for September 2012 estimated operating expenses.</td>
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Use of Results

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Gap Analysis

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No Units Impacted to Display
### Objective Description

**Institutional Goals**
- 10-Fiscal Resources

**Objective Types**
- No Objective Types to Display

**Strategic Initiatives**
- No Planning Priorities to Display

### Tasks

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<tbody>
<tr>
<td>09/11/2012</td>
<td>Complete</td>
<td>High</td>
<td>Equipment Hearing.</td>
</tr>
<tr>
<td>04/15/2013</td>
<td>Complete</td>
<td>High</td>
<td>State Budget Hearing for FY 2013-2014</td>
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<tbody>
<tr>
<td>9/11/2012</td>
<td>State Equipment Hearing conducted. Approved equipment costing $1,122,724 from formula state funds.</td>
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### Objective Description

#### Institutional Goals | Objective Types | Strategic Initiatives
---|---|---
10-Fiscal Resources | No Objective Types to Display | No Planning Priorities to Display

#### Tasks

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<th>Status</th>
<th>Priority</th>
<th>Task</th>
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</thead>
<tbody>
<tr>
<td>08/31/2012</td>
<td>Complete</td>
<td>High</td>
<td>Post FY 2012 - 2013 New Hanover County budget.</td>
</tr>
<tr>
<td>08/31/2012</td>
<td>Complete</td>
<td>High</td>
<td>Post FY 2012 - 2013 Pender County budget.</td>
</tr>
<tr>
<td>01/11/2013</td>
<td>Complete</td>
<td>High</td>
<td>Prepare 2013-14 New Hanover County budget</td>
</tr>
<tr>
<td>01/25/2013</td>
<td>Complete</td>
<td>High</td>
<td>Prepare 2013-14 Pender County Budget.</td>
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#### Assessment Measures

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<tbody>
<tr>
<td>8/31/2012</td>
<td>2012 - 2013 New Hanover County Budget posted</td>
</tr>
<tr>
<td>8/31/2012</td>
<td>2012 - 2013 Pender County budget posted.</td>
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</table>
**Objective Description**
Budgeting is a complex process laden with numerous rules. The Director of Budgeting is responsible for assisting all budget managers to administer their budgets and respond budgetary questions and concerns.

<table>
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<th>Institutional Goals</th>
<th>Objective Types</th>
<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-Fiscal Resources</td>
<td>Opportunities/Weaknesses</td>
<td>Communication</td>
</tr>
<tr>
<td></td>
<td>Student and Customer Outcomes</td>
<td>Customer Service</td>
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**Tasks**

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/30/2014</td>
<td>In Progress</td>
<td>High</td>
<td>Conduct training sessions in preparation of budget revision forms and budget reserve requests as needed.</td>
</tr>
<tr>
<td>06/30/2014</td>
<td>In Progress</td>
<td>High</td>
<td>Provide monthly departmental budget reports via email to budget managers.</td>
</tr>
<tr>
<td>06/30/2014</td>
<td>In Progress</td>
<td>High</td>
<td>Provide guidance to faculty and staff regarding approved use of fiscal resources.</td>
</tr>
<tr>
<td>06/30/2014</td>
<td>In Progress</td>
<td>High</td>
<td>Provide assistance to directors, deans and senior management in preparation for annual budget hearing and equipment hearing.</td>
</tr>
<tr>
<td>06/30/2014</td>
<td>In Progress</td>
<td>High</td>
<td>Maintain accurate general ledger security in Colleague to ensure budget managers have up-to-the-minute information regarding their budgets using Colleague and WebAdvisor Budgets.</td>
</tr>
</tbody>
</table>

**Assessment Measures**

<table>
<thead>
<tr>
<th>Date</th>
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</tr>
</thead>
<tbody>
<tr>
<td>06/30/2013</td>
<td>Director of Budgeting will respond to questions about allowable and approved use of fiscal resources in a timely manner. If necessary, referrals will be made to Vice President of Business and Institutional Services.</td>
</tr>
<tr>
<td>06/30/2013</td>
<td>Director of Budgeting will assist College personnel prepare for annual budget hearing and equipment hearing by: answering questions, responding to emails and phone calls in a timely manner, and assisting in completion and review of required documents.</td>
</tr>
</tbody>
</table>

**Intended Results**

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**Status Reports**

<table>
<thead>
<tr>
<th>Date</th>
<th>Status Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/26/2012</td>
<td>All requested training has been conducted. Assistance has been given related to the annual equipment hearing.</td>
</tr>
</tbody>
</table>

**Actual Results**

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**Use of Results**

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>07/01/2013</td>
<td>Individuals responsible for budgets are more actively managing their fiscal resources. Budget training has improved users understanding of purchasing and accounts payable interaction with budget reports as well. College personnel have a better understanding of allowable uses of fiscal resources.</td>
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</table>

**Gap Analysis**

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| No Units Impacted to Display |
**Objective**
Request, allocate & adjust approved state budget funds.

**Objective Purpose**
Assessment Objective

**Objective Status**
Incomplete

**Objective Description**
Request and allocate approved state budget funds. Adjust state budget line items to insure funds are available throughout the year to meet projected expenditures.

**Institutional Goals**

<table>
<thead>
<tr>
<th>Objective Types</th>
<th>Strategic Initiatives</th>
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<tbody>
<tr>
<td>10-Fiscal Resources</td>
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**Tasks**

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<th>Priority</th>
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</tr>
</thead>
<tbody>
<tr>
<td>06/30/2013</td>
<td>In Progress</td>
<td>High</td>
<td>Post budgets and adjustments in Colleague.</td>
</tr>
<tr>
<td>06/30/2013</td>
<td>Complete</td>
<td>High</td>
<td>Prepare month end reports and transmit files electronically to NCCCS in a timely and accurate manner.</td>
</tr>
<tr>
<td>09/07/2012</td>
<td>Complete</td>
<td>High</td>
<td>Submit approved 2-1 and supporting documentation to NCCCS.</td>
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</table>

**Assessment Measures**

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<tr>
<th>Date</th>
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</tr>
</thead>
<tbody>
<tr>
<td>9/26/2012</td>
<td>All approved state budget funds have been requested and allocated at this time.</td>
</tr>
<tr>
<td>9/25/2012</td>
<td>2-1 approved by Board of Trustee's 9/25/12. Sent to New Hanover and Pender county commissioners for approval.</td>
</tr>
<tr>
<td>9/6/2012</td>
<td>Mailed accurate August 2012 month end reports and transmitted files successfully.</td>
</tr>
<tr>
<td>8/6/2012</td>
<td>Mailed accurate July 2012 month end reports and transmitted files successfully.</td>
</tr>
<tr>
<td>3/1/2012</td>
<td>Mailed accurate February 2012 month end reports and transmitted files successfully.</td>
</tr>
<tr>
<td>2/2/2012</td>
<td>Mailed accurate January 2012 month end reports and transmitted files successfully.</td>
</tr>
<tr>
<td>1/4/2012</td>
<td>Mailed accurate December 2011 month end reports and transmitted files successfully.</td>
</tr>
<tr>
<td>12/2/2011</td>
<td>Mailed accurate November 2011 month end reports and transmitted files successfully.</td>
</tr>
<tr>
<td>11/2/2011</td>
<td>Mailed accurate October 2011 month end reports and transmitted files successfully.</td>
</tr>
<tr>
<td>10/3/2011</td>
<td>Mailed accurate September 2011 month end reports and transmitted files successfully.</td>
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## Units Impacted

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**Unit Purpose**

"The Business Administration curriculum is designed to introduce students to the various aspects of the free enterprise system. Students will be provided with the fundamental knowledge of business functions, processes, and an understanding of business organizations in today's global economy."

**Unit Goals**

<table>
<thead>
<tr>
<th>Obj ID</th>
<th>Objective</th>
<th>Objective Purpose</th>
<th>Objective Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2686</td>
<td>Grading rubric development</td>
<td>Assessment Objective</td>
<td>Complete</td>
</tr>
</tbody>
</table>

**Objective Description**

Develop grading rubrics for course projects in OMT 156 Problem-solving Skills, and BUS 125, personal Finance, that include minimum standards for critical thinking skills, and for oral and written competencies.

**Institutional Goals**

<table>
<thead>
<tr>
<th>Institutional Goals</th>
<th>Objective Types</th>
<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>01-Teaching and Learning</td>
<td>Student and Customer Outcomes</td>
<td>Critical Thinking - QEP</td>
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**Tasks**

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
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<tbody>
<tr>
<td>03/30/2013</td>
<td>Complete</td>
<td>High</td>
<td>1. Develop list of items to be graded in each project.</td>
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<td>2. Determine and include graded items that demonstrate critical</td>
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<td>thinking skills and oral and written competency skills.</td>
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<td>3. Test the grading rubric with a set of projects during the academic</td>
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<td>year.</td>
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**Assessment Measures**

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
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<tbody>
<tr>
<td>10/03/2012</td>
<td>This goal will be competed successfully when all three tasks are complete and when</td>
</tr>
<tr>
<td></td>
<td>the instructors for these courses have developed a rubric they feel they can</td>
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<tr>
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<td>successfully re-use in future semesters.</td>
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**Intended Results**

<table>
<thead>
<tr>
<th>Date</th>
<th>Intended Results</th>
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<tbody>
<tr>
<td>10/03/2012</td>
<td>Development of a grading rubric that can be used by all instructors assigning the</td>
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<tr>
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<td>same project.</td>
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**Status Reports**

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**Actual Results**

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<tr>
<th>Date</th>
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<tbody>
<tr>
<td>09/12/2013</td>
<td>Rubrics have been created, tested, and are in use. This goal is complete.</td>
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**Use of Results**

<table>
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<tr>
<th>Date</th>
<th>Use of Results</th>
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<tbody>
<tr>
<td>09/12/2013</td>
<td>The rubrics created may be used as examples for future work.</td>
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**Gap Analysis**

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<th>Date</th>
<th>Gap Analysis:</th>
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<td>No Gap Analysis to Display</td>
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SWOT

Date

SWOT Description:
No SWOT to Display

Units Impacted

Date Unit Code Planning Unit Unit Manager
No Units Impacted to Display
### Objective

**Objective ID:** 2687  
**Objective:** Development of Sustainability Activities for Business courses

**Objective Purpose:** Assessment Objective

**Objective Status:** Complete

### Objective Description

Develop sustainability activities or projects for BUS 137, Principles of Management, BUS 260, Business Communications, and re-create exercises for BUS 230, Small Business Management. This goal supports the Code Green Super CIP goal to integrate sustainability into all Vocational and Technical curriculums. Activities or projects include cases, research papers, problems, in-class hands-on exercises, etc that create awareness of, and introduce management skills for, sustainability in business.

### Institutional Goals

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<td>Student and Customer Outcomes</td>
<td>Customer Service</td>
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### Tasks

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
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</table>
| 01/30/2013     | Complete| High     | 1. Identify source materials for exercises or projects.  
|                |         |          | 2. Write exercises or projects. |

### Assessment Measures

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<tbody>
<tr>
<td>10/03/2012</td>
<td>This goal will be completed successfully when the exercises or projects are completed and made available for instructors teaching the courses noted.</td>
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### Intended Results

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<tbody>
<tr>
<td>10/03/2012</td>
<td>To provide materials for courses that support creation of awareness of sustainability issues in business.</td>
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### Status Reports

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<th>Date</th>
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<tbody>
<tr>
<td>1/30/2013</td>
<td>Task 1. Sources for materials for exercises were identified when the goal was written. The sources are previously used exercises that have been well tested in the classroom, but needed to be up-dated and made available in current electronic formats.</td>
</tr>
<tr>
<td>1/30/2013</td>
<td>Task 2. Exercises for BUS 137 and BUS 260 are finished and uploaded to the master websites for these courses. The activity for BUS 230 still needs to be re-typed or converted from WordPerfect to Word.</td>
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### Actual Results

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<tbody>
<tr>
<td>09/12/2013</td>
<td>Exercises have been created and added to courses where they belong. This goal has been met.</td>
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### Use of Results

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<tr>
<td>09/12/2013</td>
<td>This work may be used for example for future work.</td>
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### Gap Analysis

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</table>
**Objective Description**

Revise and update the master site for ECO 151, Survey of Economics, since a new textbook has been adopted and the previously constructed site is no longer matches the textbook.

<table>
<thead>
<tr>
<th>Institutional Goals</th>
<th>Objective Types</th>
<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>01-Teaching and Learning</td>
<td>Student and Customer Outcomes</td>
<td>Customer Service</td>
</tr>
</tbody>
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<tr>
<th>Tasks</th>
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<tbody>
<tr>
<td>Due Date</td>
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<th>Assessment Measures</th>
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<td>1/18/2013</td>
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<th>SWOT</th>
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<tr>
<th>Units Impacted</th>
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<tbody>
<tr>
<td>Date</td>
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<td>No Units Impacted to Display</td>
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</tbody>
</table>
Unit Purpose

Provide planning, direction, and management of the financial activities and operations of business and institutional services of the College including preparing for the annual financial audit, overseeing budget preparation, inventory control, purchasing, bookstore operations, shipping, receiving, and mail services, Information Technology Services, Institutional Services to include overseeing new construction planning, design, and construction as well as college maintenance and custodial services, safety and security, parking, external contracts, and all other monitoring and internal control functions; and to provide highly responsible and complex administrative advice and support to the College President.

Unit Goals

<table>
<thead>
<tr>
<th>Obj ID</th>
<th>Objective</th>
<th>Objective Purpose</th>
<th>Objective Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2654</td>
<td>Effectively manage the College's financial resources to meet financial goals and accountability.</td>
<td>Assessment Objective</td>
<td>Pending</td>
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</tbody>
</table>

Objective Description

Effectively manage the College's financial resources to meet the College's financial goals and accountability. This involves state funding, funding from New Hanover and Pender counties, institutional funds, and construction bond funds.

Institutional Goals

<table>
<thead>
<tr>
<th>10-Fiscal Resources</th>
</tr>
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<tbody>
<tr>
<td>02-Facilities</td>
</tr>
<tr>
<td>03-Technology Tools, Training and Application</td>
</tr>
</tbody>
</table>

Objective Types

- Legislative Mandate
- Opportunities/Weaknesses
- Production
- SACS Compliance
- Student and Customer Outcomes

Strategic Initiatives

- Accreditation Compliance
- Customer Service
- Performance Measures Compliance
- Facilities
### Tasks

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/28/2013</td>
<td>In Progress</td>
<td>High</td>
<td>1. State Budget:</td>
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<tr>
<td></td>
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<td>a. Calculate funds required to meet the projected payrolls and expenses for the fiscal year taking into consideration the management flexibility reduction and possible budget reversions. Also, calculate the amount of available funds for salary increases in excess of the 1.2% salary increase funds allocated by the NC General Assembly. Excess funds will be distributed as directed by the College President which includes not fully committing the available funds for recurring costs in 2013-14. This is critical due to: decrease in FTE generated in 2011-12 and the possibility this could occur again in 2012-13; unknown percentage management flexibility reduction will be in 2013-14; and the possibility of further budget reductions after the general election in November 2012. There are a lot of budget uncertainties for FY 2013-14 for which the College must be prepared to be in the best possible financial position at that time.</td>
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<tr>
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<td></td>
<td>b. Plan the transfer the state equipment allocation in the amount of $1.5 million to the Humanities and Fine Arts construction project and $132,501 to complete the funding for the Surf City Campus construction project. Determine if $1 million is available to transfer from current operating allocation to equipment budget since it will be depleted with the transfer to the two construction projects.</td>
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<tr>
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<td></td>
<td>c. Advise the President on how the surplus funds can be distributed for non-recurring and how much can be committed for recurring costs in FY 2013-14 and forward. Participate in weekly/monthly telephone conference calls held by NCCCS VP of Finance to stay apprised of decisions being made by the NC General Assembly and the NCCCS Board of Trustees. This information is critical as decisions are made on how to distribute and reserve state budget funds.</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>d. Adhere to any and all guidelines mandated by OSBM and NCCCS that relate to cash and budget management. Monitor and utilize non-state financial resources to ensure the College meet</td>
</tr>
<tr>
<td>06/29/2013</td>
<td>In Progress</td>
<td>High</td>
<td>Provide financial and budget updates to the President (all funding sources) to keep him informed on financial matters and budget statuses. Provide monthly financial updates to the President and bi-monthly updates to the CFCC Board of Trustees.</td>
</tr>
<tr>
<td>06/29/2012</td>
<td>In Progress</td>
<td>High</td>
<td>Review monthly financial reports for state, county, institutional, and construction funds. This includes reviewing all budgets, revenues, expenditures, and encumbrances for reasonableness and accuracy.</td>
</tr>
<tr>
<td>06/29/2013</td>
<td>In Progress</td>
<td>High</td>
<td>Work on FY 2013-14 state and Pender County budget plans; work on three-year budget plan for New Hanover County. For the first time, NHC is requesting a three-year budget plan. This work will be in tandem with monitoring financial activities during 2012-13.</td>
</tr>
<tr>
<td>06/29/2012</td>
<td>In Progress</td>
<td>High</td>
<td>Direct and monitor the budgets and expenses for multiple construction projects-- Union Station building, Humanities and Fine Arts Center, Advanced and Emerging Technologies project, Alston Burke CFCC Surf City Campus, COPS/Ropes, and the maintenance building renovation.</td>
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</tbody>
</table>

### Assessment Measures

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
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</thead>
<tbody>
<tr>
<td>10/05/2012</td>
<td>Compliance with NCCCS and OSBM budget and cash management directives.</td>
</tr>
<tr>
<td>10/05/2012</td>
<td>State-funding financial position as of 6/30/13 and the impact it will have on the College's state-funded financial position in FY 2013-14.</td>
</tr>
<tr>
<td>10/05/2012</td>
<td>Accuracy of all financial activities recorded in the financial system.</td>
</tr>
<tr>
<td>10/05/2012</td>
<td>Compliance with State laws and regulations in expending construction funds. Adequate funds to meet expenses in each project and to allow for unexpected costs. Adequate funds remaining for renovating vacated spaces from the move to the Union Station building.</td>
</tr>
</tbody>
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### Intended Results

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### Status Reports

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### Gap Analysis

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### SWOT

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### Units Impacted

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</table>
**Objective Description**
Provide management oversight of construction of new buildings which include the Union Station Building, Humanities and Fine Arts Center, and the Advanced and Emerging Technologies project which consists of two buildings; and renovation of vacated spaces after the move to the Union Station building.

**Tasks**

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/30/2013</td>
<td>Incomplete</td>
<td>High</td>
<td>Actively participate in meetings with design teams, state construction, project managers, general contractors, and consultants. Meet with the Director of Institutional Services daily for updates on construction progress and issues that require resolution; discuss change order requests and approve which ones to the President for his approval. Discuss construction issues with the College President and keep him informed and provide status reports. Participate in the programming, design, and bidding of the Advanced &amp; Emerging Technologies project; and Surf City project. Participate in the re-bidding of the Humanities and Fine Arts project; approve what’s necessary to get the project within budget which includes further reductions if absolutely necessary. Work with design team on revised construction/design plan for Cafe CoCo in the Union Station building.</td>
</tr>
<tr>
<td>06/30/2013</td>
<td>Incomplete</td>
<td>High</td>
<td>Meet with senior staff and department heads, monthly at first-then bi-monthly, to continue development and finalize the logistical plan for moving departments to the Union Station Building. This includes specific plans within my area of supervision for department relocations. Gather information and determine which room #s will be vacated in existing buildings as areas move out.</td>
</tr>
<tr>
<td>06/30/2013</td>
<td>Incomplete</td>
<td>High</td>
<td>Work with senior staff and President how vacated spaces will be utilized; determine which spaces need renovation; and determine what the College can afford to do.</td>
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</tbody>
</table>

**Assessment Measures**

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<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/05/2012</td>
<td>Making progress with design team and college staff in the development of renovation construction plans.</td>
</tr>
<tr>
<td>06/30/2013</td>
<td>Timely completion of the Union Station building and the construction being high quality. Obtain occupancy certification and acceptance of the building from State Construction. Successfully awarding the construction contract for the Humanities and Fine Arts project within budget. Construction begins on the project. Completion of the design and construction documents for the Surf City project within budget. Completion of the design and construction documents for the Advanced and Emerging Technologies project within budget.</td>
</tr>
<tr>
<td>06/30/2013</td>
<td>Completion of the logistical plan and successful movement of departments to the Union Station building.</td>
</tr>
</tbody>
</table>
### Intended Results

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</table>
2693  Procurement of educational and administrative equipment for the Union Station building.

**Objective Description**

Finalize the list of educational and administrative equipment not provided by the General Contractor for the Union Station building. Ensure the procurement of new equipment and successful installation.

**Institutional Goals**

<table>
<thead>
<tr>
<th>Goal Id</th>
<th>Goal Type</th>
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</thead>
<tbody>
<tr>
<td>02-Facilities</td>
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<tr>
<td>01-Teaching and Learning</td>
<td></td>
</tr>
<tr>
<td>03-Technology Tools, Training and Application</td>
<td></td>
</tr>
<tr>
<td>04-Learning Resources</td>
<td></td>
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<tr>
<td>05-Distance Learning</td>
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<tr>
<td>06-Community Partnerships</td>
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<tr>
<td>07-Student Support Services</td>
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<tr>
<td>08-Human Resources</td>
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<tr>
<td>10-Fiscal Resources</td>
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<tr>
<td>11-Institutional Effectiveness</td>
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<tr>
<td>12-Public Relations &amp; Marketing</td>
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**Objective Types**

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<tbody>
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<tr>
<td>Opportunities/Weaknesses</td>
</tr>
<tr>
<td>Production</td>
</tr>
<tr>
<td>SACS Compliance</td>
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**Tasks**

<table>
<thead>
<tr>
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<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/30/2012</td>
<td>In Progress</td>
<td>High</td>
<td>Work with senior staff and department heads to gather and compile list of equipment not provided by the General Contractor for the US building. The list must include estimated costs per item. Determine what existing equipment can be transferred to the US building to facilitate effective cash management of the construction budget. Determine amount of available funds for equipment procurement and approve items to be purchased with construction funds, and if necessary, determine non-state funds for the procurement of essential equipment.</td>
</tr>
<tr>
<td>12/31/2012</td>
<td>In Progress</td>
<td>High</td>
<td>Notify Purchasing and senior staff which equipment items may be ordered. Request purchase requisitions with sufficient detail which will assist the Purchasing staff with the gathering of quotes and issuing formal bid documents. Provide Purchasing department with additional staff in order to process the tremendous amount of purchases. Assist Purchasing Director in locating/renting space for new equipment storage until the items can be installed in the US building.</td>
</tr>
<tr>
<td>02/28/2013</td>
<td>In Progress</td>
<td>High</td>
<td>Notify departments to submit requests for consumable materials and supplies needed in the US building. Make sure adequate state, county, and institutional funds are available.</td>
</tr>
<tr>
<td>02/28/2013</td>
<td>Incomplete</td>
<td>High</td>
<td>Make sure the audio-visual equipment is procured through MTS and installed correctly.</td>
</tr>
</tbody>
</table>

**Assessment Measures**

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/30/2013</td>
<td>All necessary equipment is procured and installed correctly.</td>
</tr>
<tr>
<td></td>
<td>All audio-visual equipment is procured and installed correctly.</td>
</tr>
<tr>
<td></td>
<td>All required consumable materials and supplies are procured and delivered to all departments.</td>
</tr>
</tbody>
</table>

**Intended Results**

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**Status Reports**

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No Units Impacted to Display
**Obj ID**  
2694

**Objective**  
Determine priority and funding for major capital repairs within financial limitations.

**Objective Purpose**  
Assessment Objective

**Objective Status**  
Incomplete

### Objective Description
Existing facilities at the Wilmington Campus need major repairs and/or upgrades. Determine priority of major capital repairs and improvements within the limited available county funds.

<table>
<thead>
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<th>Institutional Goals</th>
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</thead>
<tbody>
<tr>
<td>02-Facilities</td>
<td>SACS Compliance</td>
<td>Facilities</td>
</tr>
<tr>
<td>01-Teaching and Learning</td>
<td>Opportunities/Weaknesses</td>
<td>Accreditation Compliance</td>
</tr>
<tr>
<td>03-Technology Tools, Training and Application</td>
<td>Production</td>
<td></td>
</tr>
<tr>
<td>04-Learning Resources</td>
<td>Student and Customer Outcomes</td>
<td></td>
</tr>
<tr>
<td>05-Distance Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>07-Student Support Services</td>
<td></td>
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<tr>
<td>08-Human Resources</td>
<td></td>
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<tr>
<td>10-Fiscal Resources</td>
<td></td>
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</tbody>
</table>

### Tasks

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/31/2012</td>
<td>In Progress</td>
<td>High</td>
<td>Work with Director of Institutional Services and Facilities Manager in gathering a list of major capital repairs and improvements including estimated cost. Rank these items from highly critical to less critical. Determine year to request funding from New Hanover and Pender counties; and search for other funding opportunities.</td>
</tr>
<tr>
<td>01/31/2013</td>
<td>In Progress</td>
<td>High</td>
<td>Determine which items to include in the 2013-14 New Hanover and Pender county budget proposals.</td>
</tr>
</tbody>
</table>

### Assessment Measures

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/30/2013</td>
<td>Completion of formalized plan.</td>
</tr>
</tbody>
</table>

### Intended Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Intended Results</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>No Intended Results to Display</td>
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</tbody>
</table>

### Status Reports

<table>
<thead>
<tr>
<th>Date</th>
<th>Status Report</th>
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<tbody>
<tr>
<td></td>
<td>No Status Reports to Display</td>
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</tbody>
</table>

### Actual Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Actual Results</th>
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<tbody>
<tr>
<td></td>
<td>No Actual Results to Display</td>
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</table>

### Use of Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Use of Results</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>No Use of Results to Display</td>
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</table>

### Gap Analysis

<table>
<thead>
<tr>
<th>Date</th>
<th>Gap Analysis:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

### SWOT

<table>
<thead>
<tr>
<th>Date</th>
<th>SWOT Description:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No SWOT to Display</td>
</tr>
<tr>
<td>Date</td>
<td>Unit Code</td>
</tr>
<tr>
<td>------</td>
<td>-----------</td>
</tr>
<tr>
<td></td>
<td>No Units Impacted to Display</td>
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</tbody>
</table>

No Units Impacted to Display
Unit Purpose

“To provide testing for students in a caring and concerned manner for appropriate placement in classes or for receipt of their GED diplomas and to provide students with information regarding career selection, employment preparedness, and job opportunities.”

Unit Goals

<table>
<thead>
<tr>
<th>Obj ID</th>
<th>Objective</th>
<th>Objective Purpose</th>
<th>Objective Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2509</td>
<td>Increase awareness of Career Connection (job posting service) and job related practices and procedures</td>
<td>Assessment Objective</td>
<td>Complete</td>
</tr>
</tbody>
</table>

Objective Description

Students sometimes demonstrate a lack of awareness about various career information and services that are available. Several social media outlets exist that can foster awareness.

Institutional Goals

<table>
<thead>
<tr>
<th>Institutional Goals</th>
<th>Objective Types</th>
<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>07-Student Support Services</td>
<td>Student and Customer Outcomes</td>
<td>Customer Service</td>
</tr>
<tr>
<td>12-Public Relations &amp; Marketing</td>
<td>Opportunities/Weaknesses</td>
<td></td>
</tr>
</tbody>
</table>

Tasks

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/31/2013</td>
<td>Complete</td>
<td>High</td>
<td>A social media outlet such as Twitter will be researched and incorporated into specified locations on the CFCC website.</td>
</tr>
</tbody>
</table>

Assessment Measures

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>05/31/2013</td>
<td>The number of students who follow the Twitter account along with the number of new student registrations on Career Connection will be monitored and reported.</td>
</tr>
</tbody>
</table>

Intended Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Intended Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/14/2012</td>
<td>Utilizing social media can bridge the gap of information that students need to know concerning career information and services offered at CFCC.</td>
</tr>
</tbody>
</table>

Status Reports

<table>
<thead>
<tr>
<th>Date</th>
<th>Status Report</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>No Status Reports to Display</td>
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</tbody>
</table>

Actual Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Actual Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/27/2013</td>
<td>A Twitter account for Career Services has been created.</td>
</tr>
</tbody>
</table>

Use of Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/27/2013</td>
<td>Information about Career Service activities along with advice for CFCC job seekers is posted regularly.</td>
</tr>
</tbody>
</table>

Gap Analysis

<table>
<thead>
<tr>
<th>Date:</th>
<th>Gap Analysis:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No Gap Analysis to Display</td>
</tr>
<tr>
<td>Date</td>
<td>Unit Code</td>
</tr>
<tr>
<td>---------</td>
<td>-----------</td>
</tr>
<tr>
<td>06/14/2012</td>
<td>10210</td>
</tr>
<tr>
<td>06/14/2012</td>
<td>20200</td>
</tr>
</tbody>
</table>
### Objective Description
Local employers have a need to hire graduates from our health science programs. Due to rigorous clinical schedules, health science students are unable to attend current Career Service events.

### Tasks
<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/31/2013</td>
<td>Complete</td>
<td>High</td>
<td>The Career &amp; Job Placement Specialist will work with the health science programs, and other CFCC programs related to healthcare, along with local employers to coordinate an event that promotes face-to-face interactions.</td>
</tr>
</tbody>
</table>

### Assessment Measures
<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>04/30/2013</td>
<td>The number of students and employers participating in the event will be measured.</td>
</tr>
</tbody>
</table>

### Intended Results
<table>
<thead>
<tr>
<th>Date</th>
<th>Intended Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>04/30/2013</td>
<td>A job fair, designed specifically for students in programs related to healthcare, could increase student employment rates and employer relations.</td>
</tr>
</tbody>
</table>

### Actual Results
<table>
<thead>
<tr>
<th>Date</th>
<th>Actual Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>04/30/2013</td>
<td>During the annual job fair held in April, health service providers were invited to attend the event. The Job Placement Specialist collaborated with the health science directors to identify employers and to increase awareness of the event with health science students.</td>
</tr>
</tbody>
</table>

### Use of Results
<table>
<thead>
<tr>
<th>Date</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>05/31/2013</td>
<td>A separate job fair for health science students was not held. Instead, employers of health science students were invited to attend the annual job fair. It has been decided that it would be more effective to have a separate function for health science students.</td>
</tr>
</tbody>
</table>

### Gap Analysis
No Gap Analysis to Display

### SWOT
No SWOT to Display

### Units Impacted
No Units Impacted to Display
Unit Purpose

The Carpentry curriculum is designed to train students to construct residential structures using standard building materials and hand and power tools. Carpentry skills and a general knowledge of residential construction will be taught.

Unit Goals

<table>
<thead>
<tr>
<th>Obj ID</th>
<th>Objective</th>
<th>Objective Purpose</th>
<th>Objective Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2746</td>
<td>CARPENTRY</td>
<td>Assessment Objective</td>
<td>Complete</td>
</tr>
</tbody>
</table>

Objective Description

Students will learn all facets of Residential Carpentry, including but not limited to: Safety, Hand and Power Tools, Architectural Plans, Concrete, Lumber Types, Framing and Roofing. Students will build a Residential Structure.

Institutional Goals

<table>
<thead>
<tr>
<th>Objective Types</th>
<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student and Customer Outcomes</td>
<td>Communication</td>
</tr>
<tr>
<td></td>
<td>Customer Service</td>
</tr>
<tr>
<td></td>
<td>Performance Measures Compliance</td>
</tr>
<tr>
<td></td>
<td>Critical Thinking - QEP</td>
</tr>
</tbody>
</table>

Tasks

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>02/25/2013</td>
<td>Complete</td>
<td>Medium</td>
<td>1. Students should be able to identify hand and power tools, common building materials and basic residential construction methods. 2. Students should be able to safely lay out and perform basic residential framing skills with supervision. 3. Students should be able to safely frame and apply exterior finishes to a residential structure with supervision.</td>
</tr>
</tbody>
</table>

Assessment Measures

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>02/25/2013</td>
<td>1. 95% of Students should demonstrate to an advisor or another instructor, knowledge and ability to identify hand and power tools, common building materials and basic residential construction methods. 2. 95% of students should demonstrate to an advisor or other instructor ability and knowledge to safely lay out and perform basic residential framing skills. 3. 95% of students should demonstrate to an advisor or other instructor ability and knowledge to safely frame and apply exterior finishes to a residential structure.</td>
</tr>
</tbody>
</table>

Intended Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Intended Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Intended Results to Display</td>
<td></td>
</tr>
</tbody>
</table>

Status Reports

<table>
<thead>
<tr>
<th>Date</th>
<th>Status Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Status Reports to Display</td>
<td></td>
</tr>
</tbody>
</table>
### Actual Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Actual Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/04/2013</td>
<td>Students completed several Habitat for Humanity projects and Westgate House for New Hanover County.</td>
</tr>
</tbody>
</table>
| 10/07/2013 | 1. 98% of the students were able to demonstrate to an advisor or another instructor, the knowledge and ability to identify hand and power tools, common building materials and basic residential construction methods.  
           | 2.98% of students were able to demonstrate to an advisor or another instructor the ability and knowledge to safely lay out and perform basic residential framing skills.  
           | 3.99% of students were able to demonstrate to an advisor or another instructor the ability and knowledge to safely frame and apply exterior finishes to a residential structure. |

### Use of Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>03/28/2013</td>
<td>The students have helped construct 3 houses with Habitat for Humanity, Completed a house that was auctioned off for CFCC and are currently building a complete home for New Hanover County</td>
</tr>
</tbody>
</table>

### Gap Analysis

**Date:**  
No Gap Analysis to Display

### SWOT

**Date:**  
No SWOT to Display

### Units Impacted

**Date:**  
No Units Impacted to Display
Unit Purpose

“The Chemical Technology (CT) curriculum is designed to prepare students for employment as analytical technicians in chemical laboratories associated with chemical production, environmental concerns, pharmaceuticals or general analysis.”

Unit Goals

<table>
<thead>
<tr>
<th>Obj ID</th>
<th>Objective</th>
<th>Objective Purpose</th>
<th>Objective Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2556</td>
<td>Increase Scholarship Opportunities for CT Students</td>
<td>Assessment Objective</td>
<td>Complete</td>
</tr>
</tbody>
</table>

Objective Description

Create a pathway that would provide scholarship opportunities to students enrolled in the CT program.

Institutional Goals

<table>
<thead>
<tr>
<th>Institutional Goals</th>
<th>Objective Types</th>
<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>01-Teaching and Learning</td>
<td>Opportunities/Weaknesses</td>
<td>Customer Service</td>
</tr>
<tr>
<td>06-Community Partnerships</td>
<td>Student and Customer Outcomes</td>
<td>Retention</td>
</tr>
<tr>
<td>07-Student Support Services</td>
<td></td>
<td>Critical Thinking - QEP</td>
</tr>
<tr>
<td>09-Diversity</td>
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</table>

Tasks

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/15/2012</td>
<td>Complete</td>
<td>High</td>
<td>Task 1: The lead instructor will write an S-STEM grant proposal according to the GPG outlined by the National Science Foundation (NSF). The grant will focus on student recruitment, student retention, and program awareness in four discipline areas. This grant will provide for scholarships for Chemical Technology students, thereby making the Chemical Technology curriculum a more attractive alternative for students considering a technology based career field.</td>
</tr>
<tr>
<td>08/15/2012</td>
<td>Complete</td>
<td>High</td>
<td>Task 2: The lead instructor will assemble letters of support from programs and employers affected by the S-STEM grant.</td>
</tr>
<tr>
<td>08/15/2012</td>
<td>Complete</td>
<td>High</td>
<td>Task 3: The lead instructor will request and submit resumes from personnel, staff, and faculty involved in the S-STEM grant.</td>
</tr>
</tbody>
</table>

Assessment Measures

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/30/2012</td>
<td>Task 1: The instructor will submit the completed S-STEM grant by the deadline of August 22, 2012.</td>
</tr>
<tr>
<td>08/30/2012</td>
<td>Task 2: The lead instructor will assemble at least 10 letters of support from faculty, staff, and local employers.</td>
</tr>
<tr>
<td>08/30/2012</td>
<td>Task 3: The lead instructor will assemble resumes from 5 different faculty and staff members who will agree to serve as a co-Principal Investigator or senior personnel on the project.</td>
</tr>
</tbody>
</table>

Intended Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Intended Results</th>
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<tbody>
<tr>
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Status Reports

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<th>Date</th>
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<tbody>
<tr>
<td></td>
<td>No Status Reports to Display</td>
</tr>
<tr>
<td>Date</td>
<td>Actual Results</td>
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<tr>
<td>------------</td>
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</tr>
<tr>
<td>08/30/2012</td>
<td>Task 1: The S-STEM grant was submitted on August 14, 2012. This submission date met the deadline requirements. The grant totaled over 65 pages and included a project summary, project outline, supplemental information, letters of support, timelines, and other requirements mandated by the GPG.</td>
</tr>
<tr>
<td>08/30/2012</td>
<td>Task 2: The lead instructor assembled 21 letters of support from CFCC faculty and staff as well as local employers for the four targeted programs (one of which includes chemical technology).</td>
</tr>
<tr>
<td>08/30/2012</td>
<td>Task 3: Six resumes from CFCC faculty and staff were submitted with the S-STEM grant. These faculty and staff members agreed to serve as a senior personnel for the grant.</td>
</tr>
<tr>
<td>01/01/2013</td>
<td>The grant was not funded for 2012-2013. Reviews and recommendations were given by the S-STEM grant review panel.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Use of Results</th>
</tr>
</thead>
</table>
| 01/01/2013 | The S-STEM grant was not funded for 2012-2013. Out of five reviewers, four ranked the grant proposal as "Good" while one ranked the proposal as "Very Good". Overall, the panel suggested that the grant should be resubmitted with modifications to include a more robust project management team. They also stated that the proposal included transformative and innovative ideas to help build community among the scholars while working to improve scholar success.  

The lead instructor will reapply for this grant by August 2013, making necessary changes and recommendations as outlined by the NSF review panel. |

<table>
<thead>
<tr>
<th>Date</th>
<th>Units Impacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/28/2012</td>
<td>Unit Code</td>
</tr>
<tr>
<td></td>
<td>52405</td>
</tr>
</tbody>
</table>
**Objective Description**

The objective will increase student retention in the CTC 111: Basic Chemistry I course; this is the first class students must take in the Chemical Technology Program.

### Institutional Goals

<table>
<thead>
<tr>
<th>Objective Types</th>
<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>01-Teaching and Learning</td>
<td>Retention</td>
</tr>
</tbody>
</table>

### Tasks

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/15/2012</td>
<td>Complete</td>
<td>High</td>
<td>Task 1: The lead instructor will reformat the CTC 111 laboratory protocols and introduce experimentations that will actively engage and promote student learning, specifically with analytical instrumentation.</td>
</tr>
<tr>
<td>12/14/2012</td>
<td>In Progress</td>
<td>Low</td>
<td>Task 2: The lead instructor will incorporate multiple teaching demonstrations to &quot;bring chemistry to life&quot; and promote student engagement and theoretical discussions in the classroom.</td>
</tr>
<tr>
<td>12/14/2012</td>
<td>Incomplete</td>
<td>Medium</td>
<td>Task 3: The instructor will provide at least one field trip to a local employer in New Hanover County, allowing students to tour the facilities and ask questions about the trade/field.</td>
</tr>
</tbody>
</table>

### Assessment Measures

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/07/2012</td>
<td>Task 1: At least 4 new laboratories will be implemented in the CTC 111 course, focusing on various instrumentation. 100% of students will participate in these new laboratory protocols, with 100% of students scoring a 90% or above on the assignments.</td>
</tr>
<tr>
<td>09/07/2012</td>
<td>Task 2: Students will participate in 6 teaching demonstrations, focusing on lecture material presented throughout the course. 80% of students will be able to correctly explain the theory of these demonstrations on in class exams by answering the question(s) correctly.</td>
</tr>
<tr>
<td>09/07/2012</td>
<td>Task 3: 90% of students will participate in the field trip. After the visit, students will be provided with a brief survey allowing them to comment on their experience. 90% of participating students will report a positive learning experience from the site visit.</td>
</tr>
</tbody>
</table>

### Intended Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Intended Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Intended Results to Display</td>
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</table>

### Status Reports

<table>
<thead>
<tr>
<th>Date</th>
<th>Status Report</th>
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<tbody>
<tr>
<td>No Status Reports to Display</td>
<td></td>
</tr>
</tbody>
</table>
### Actual Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/30/2012</td>
<td>Task 1: The CTC 111 laboratory protocols have been reformatted and new experiments have been introduced concerning an array of methods focusing on instrumentation (Analyzing Fluoride Content in Toothpaste with Ion Chromatography, Analyzing a Multi-Vitamin with Atomic Absorption Spectroscopy, Comparison of Manual and Automated Density Measurements, and Comparison of Manual and Automated Melting Points). 100% of the students completed the laboratory objectives with 83% scoring a 90% or above on the assignments.</td>
</tr>
<tr>
<td>12/07/2012</td>
<td>Task 2: New in-class chemical demonstrations were implemented. The lead instructor incorporated 8 new demonstrations that was presented in the lecture room to support theoretical information. One demonstration per week was planned and incorporated into student learning for academic year 2012-2013. Questions concerning the lecture demonstrations were not included on in-class exams, therefore, no data on students correctly explaining the theory of these demonstrations can be provided.</td>
</tr>
<tr>
<td>12/07/2012</td>
<td>Task 3: A field trip was planned during the Fall 2012 semester with AAI Pharmaceuticals located in Wilmington, NC. The field trip was not implemented due to student and faculty scheduling issues.</td>
</tr>
<tr>
<td>12/07/2012</td>
<td>At the end of the semester, all but one student enrolled for the CTC 112: Basic Chemistry II course. Two of the three activities were implemented successfully. New laboratory protocols that focused on instrumentation engaged student interest in the laboratory environment and helped retain most students. Lecture demonstrations also received positive student feedback.</td>
</tr>
</tbody>
</table>

### Use of Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/07/2012</td>
<td>New laboratory exercises in the CTC 111 course seemed to gain the interest of students beginning the program. Positive student responses supported the hypothesis that training on equipment, early into the program, retained students throughout the semester. For the upcoming academic year, a restructuring of the CTC 112 course, to include more instrumentation, will be analyzed. Chemical demonstrations also seemed to gain the interest of students throughout the semester. This activity provided a nice 'break' from the daily routine of lecture and allowed theoretical concepts to make 'physical sense' for students enrolled in the course. These demonstrations will be repeated for upcoming years. Implementing new demonstrations in the CTC 112 course will be planned during the academic year 2013-2014. Due to the rigorous laboratory schedule and strict deadlines, the lead instructor received negative feedback from students concerning the planned field trip activity. Students expressed concerns that this activity would interfere with their scheduled laboratory time and would prevent them from finishing their assignments by the required due date. They also did not want to visit the site outside of class time. The lead instructor decided not to drop any incomplete assignments. Therefore, the instructor and students made a collaborative decision to not partake in a field trip during this semester. If future field trips are planned, a less strenuous laboratory schedule will have to be implemented. Overall, the lecture demonstrations and equipment-related labs will be continued and integrated into CTC 112. The field trip experience will have to be reevaluated for future use.</td>
</tr>
</tbody>
</table>

### Gap Analysis

Date: Gap Analysis:

No Gap Analysis to Display

### SWOT

Date SWOT Description:

No SWOT to Display

### Units Impacted

<table>
<thead>
<tr>
<th>Date</th>
<th>Unit Code</th>
<th>Planning Unit</th>
<th>Unit Manager</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/29/2013</td>
<td>52405</td>
<td>Chemical Technology</td>
<td>Holbrook, Tracy</td>
</tr>
</tbody>
</table>
**Objective Description**

Students enrolled in CTC 111, Basic Chemistry I, will be provided new training and will develop new skills concerning the Rudolph Research Density Meter.

**Tasks**

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/14/2012</td>
<td>Complete</td>
<td>High</td>
<td>Task 1: Students will perform a density measurement by hand, using experimental glassware and compare their values to the density provided from the Rudolph Research Density Meter.</td>
</tr>
<tr>
<td>12/14/2012</td>
<td>Complete</td>
<td>High</td>
<td>Task 2: Students will analyze a known sample on the Rudolph Research Density Meter and compare their results to an expected value.</td>
</tr>
<tr>
<td>12/14/2012</td>
<td>Complete</td>
<td>High</td>
<td>Task 3: Students will analyze an unknown sample on the Rudolph Research Density Meter and will identify the sample from a list of possible compounds.</td>
</tr>
</tbody>
</table>

**Assessment Measures**

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/30/2012</td>
<td>Task 1: 100% of students will have a statistically insignificant difference (at the 95% confidence level) between the &quot;hand measurement&quot; and the automated measurement provided by the density meter.</td>
</tr>
<tr>
<td>08/30/2012</td>
<td>Task 2: 100% of students will obtain a correct density reading within +/- 0.0005 g/mL of the expected value by their third replicate trial.</td>
</tr>
<tr>
<td>08/30/2012</td>
<td>Task 3: On their first trial, 100% of students will correctly identify their unknown sample based on the density measurement from the instrument.</td>
</tr>
</tbody>
</table>

**Actual Results**

<table>
<thead>
<tr>
<th>Date</th>
<th>Actual Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/07/2012</td>
<td>Task 2: Students performed density measurements of a known substance using a newly implemented laboratory procedure that focused on the density meter. 100% of students were able to report the true value with an error of +/-0.0001 g/mL.</td>
</tr>
<tr>
<td>09/07/2012</td>
<td>Task 1: 100% of the students experienced an insignificant difference (at the 95% confidence level) between the hand measurement and the automated measurement provided by the density meter.</td>
</tr>
<tr>
<td>09/07/2012</td>
<td>Task 3: 100% of students correctly identified their unknown sample based on the density measurement obtained from the instrument.</td>
</tr>
</tbody>
</table>

**Use of Results**

<table>
<thead>
<tr>
<th>Date</th>
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</tr>
</thead>
<tbody>
<tr>
<td>09/07/2012</td>
<td>100% of CT students correctly identified their unknown solution based on density measurements from the instrument and proved that the instrument and their hand density measurement was insignificantly different. The density meter will be used throughout the entire 2-year curriculum and the task will be repeated for 2013-2014 planning year (to ensure same results).</td>
</tr>
</tbody>
</table>
### Gap Analysis

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<thead>
<tr>
<th>Date</th>
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### SWOT

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### Units Impacted

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<tbody>
<tr>
<td>09/29/2013</td>
<td>52405</td>
<td>Chemical Technology</td>
<td>Holbrook, Tracy</td>
</tr>
</tbody>
</table>
**Objective Description**

Students enrolled in the CTC 140 course will be provided new training and will develop new skills concerning the Rudolph Research Polarimeter.

<table>
<thead>
<tr>
<th>Institutional Goals</th>
<th>Objective Types</th>
<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>01-Teaching and Learning</td>
<td>Student and Customer Outcomes</td>
<td>Customer Service</td>
</tr>
<tr>
<td>03-Technology Tools, Training and Application</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>06/21/2013</td>
<td>Complete</td>
<td>High</td>
<td>Task 1: Students will analyze a known sugar solution using the Rudolph Research Polarimeter and compare their value to known information contained in the Merck Index.</td>
</tr>
<tr>
<td></td>
<td>06/21/2013</td>
<td>Complete</td>
<td>High</td>
<td>Task 2: Students will analyze an unknown sugar solution and identify the sugar using a table of possible compounds.</td>
</tr>
<tr>
<td></td>
<td>06/21/2013</td>
<td>Incomplete</td>
<td>High</td>
<td>Task 3: Students will study mutarotation kinetics of a simple carbohydrate using the Rudolph Research Polarimeter, compare their findings to a true value, and report their findings to the laboratory instructor.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment Measures</th>
<th>Date</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>07/30/2012</td>
<td>Task 1: 100% of students will report a value/reading within the range listed in the Merck Index.</td>
</tr>
<tr>
<td></td>
<td>07/30/2012</td>
<td>Task 2: 100% of students will identify the correct sugar solution by their third attempt.</td>
</tr>
<tr>
<td></td>
<td>07/30/2012</td>
<td>Task 3: 100% of students will successfully generate an Excel spreadsheet and graph highlighting the chemical kinetics of mutarotation of their assigned sugar. The kinetics constant (obtained from the graph) will be compared to an expected value and 100% of students will report data within 5% of the expected range.</td>
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<tr>
<th>Status Reports</th>
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<tbody>
<tr>
<td></td>
<td>07/30/2012</td>
<td>Task 1: 100% of students analyzed a known sugar solution on the instrument and experienced an optical rotation within 5 degrees of the stated Merck Index literature reference.</td>
</tr>
<tr>
<td></td>
<td>07/30/2012</td>
<td>Task 2: Students were given a list of 10 possible sugar compounds for their unknown solution. 100% of students correctly identified their unknown based on its optical rotation from the instrument on their first attempt.</td>
</tr>
<tr>
<td></td>
<td>07/30/2012</td>
<td>Task 3: This task was not attempted due to lack of time in the laboratory schedule. The kinetics experiment will be performed during academic year 2013-2014.</td>
</tr>
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</table>
### Use of Results

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<tbody>
<tr>
<td>07/30/2012</td>
<td>100% of students were able to successfully use the Rudolph Research Polarimeter to correctly identify a known and unknown sugar solution. The acquisition of this instrument will allow the CT program to improve laboratory objectives for upper level courses. The exercise will be repeated during the 2013-2014 academic year. Measures will be taken to ensure that the kinetics task (presented in this learning objective) will be performed for the upcoming year.</td>
</tr>
</tbody>
</table>

### Gap Analysis

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### SWOT

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### Units Impacted

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<tbody>
<tr>
<td>09/29/2013</td>
<td>52405</td>
<td>Chemical Technology</td>
<td>Holbrook, Tracy</td>
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</tbody>
</table>
Unit Purpose

"The purpose of the college transfer programs is to provide students with the first two years of a baccalaureate degree, including forty-four (44) semester hours of the general education core--composition, fine arts and humanities, speech and communication, math and science, and social sciences-- and at least twenty (20) semester hours of electives. Seventeen (17) college transfer programs are offered at Cape Fear Community College: two (2) general studies programs--associate in arts and associate in science--and fifteen (15) premajors. The general studies programs enable a student to transfer as a junior while the premajors enable a student to transfer as a junior in the respective major."

Unit Goals

• More transfer students will register early and will increase their awareness of the complexity of counseling transfer students.
• Increase the awareness of all curriculum students about curriculum news/events and highlight some lifelong learning skills or course content that may help retain our students and promote wellness and student success.
• Via a marketing campaign, transfer students will assess the effectiveness of the transfer programs.

Objective Description

Increase the awareness of all curriculum students about curriculum news/events and highlight some lifelong skills or course content that may help retain our students and promote wellness and student success.

Institutional Goals

01-Teaching and Learning
12-Public Relations & Marketing

Objective Types

Student and Customer Outcomes
Opportunities/Weaknesses

Strategic Initiatives

Customer Service
Innovation
Retention
Critical Thinking - QEP

Tasks

<table>
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<tr>
<th>Due Date</th>
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<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Progress</td>
<td>High</td>
<td></td>
<td>1. Request the new president of CFCC, Dr. Spring, to submit a &quot;welcome&quot; article for the new curriculum newsletter.</td>
</tr>
<tr>
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<td></td>
<td>2. Collaborate with Dean Pat Hogan and gather articles from his division</td>
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<tr>
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<td>3. Edit the newsletter</td>
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<td>4. Send the newsletter to the Public Relation Officer for reviewing</td>
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<td></td>
<td>5. Through GroupWise and myCFCC portal, send the newsletter to all transfer curriculum students and transfer faculty/staff.</td>
</tr>
</tbody>
</table>

Assessment Measures

<table>
<thead>
<tr>
<th>Date</th>
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</tr>
</thead>
<tbody>
<tr>
<td>12/06/2012</td>
<td>Eighty percent of the transfer students who complete the survey will indicate that they have increased their knowledge of course content and their awareness of campus curriculum news since there is no student newspaper.</td>
</tr>
</tbody>
</table>

Intended Results

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### Actual Results

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<tr>
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</thead>
<tbody>
<tr>
<td>09/09/2013</td>
<td>The newspaper is 90 percent completed because of its volume and the decision to expand the content.</td>
</tr>
</tbody>
</table>

### Use of Results

<table>
<thead>
<tr>
<th>Date</th>
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</tr>
</thead>
<tbody>
<tr>
<td>09/09/2013</td>
<td>The newsletter will be completed by the end of September 2013. The project is too challenging for one person to coordinate. In addition, Student Development has decided to publish an online Health 101 magazine for students, so a student newspaper is in progress.</td>
</tr>
</tbody>
</table>

### Gap Analysis

<table>
<thead>
<tr>
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<tr>
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### Units Impacted

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<td></td>
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<td></td>
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</table>
**Objective Description**

Via a marketing campaign, CFCC transfer students will assess the transfer programs and gain a better understanding of the transfer programs and issues.

**Tasks**

<table>
<thead>
<tr>
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<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In Progress</td>
<td>High</td>
<td>1. The Dean of Arts and Sciences and Kate Santchuff (Early College Liaison) will write two transfer brochures, one for the Downtown Campus and one for the North Campus. 2. The Dean will update all transfer curriculum worksheets for student/faculty advising by October 2012. 3. The Dean will get calculators from the Math Department (compliment of the Math Department book vendor) and will purchase Subway and Fuzzy Peach cards and raffle them. 4. The Dean will schedule monthly Faculty/Dean Chat sessions for transfer students in various locations and ask/answer questions from students and encourage them to register early and complete a survey. The survey will consist of nine (9) questions. 5. Robin Metty, Executive Secretary to the Dean, will order two raffle boxes and a sidewalk display for advertising the Chat sessions; the Bookstore Director, Dale Brown, contributed promotional items; and Daniel Norris, Biology Instructor with Photo Shop experience, and Robin Metty will produce the signage for easel displays, listing the 25 transfer programs offered at CFCC and the fascinating aspects of the programs. 6. The Dean will ask David Hardin, CFCC's Public Relations Officer, toadvertize the transfer programs on the CFCC website and will ask her art faculty to give their students a project: design art work that advertizes the transfer program; the winner will be given a prize.</td>
</tr>
</tbody>
</table>

**Assessment Measures**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>12/06/2012</td>
<td>80 percent of the students will indicate on the Faculty/Dean Chat session survey that the transfer classes taken at CFCC will help them succeed when they transfer to a four-year institution and will indicate they understand that students who complete an associate degree tend to outperform those who don't complete a degree.</td>
</tr>
</tbody>
</table>

**Intended Results**

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>12/07/2012</td>
<td>The goal is to increase the visibility of a robust curriculum, address the concerns of students, promote early registration and program completion, and encourage our students to promote the programs in their community.</td>
</tr>
</tbody>
</table>

**Status Reports**

<table>
<thead>
<tr>
<th>Date</th>
<th>Status Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/7/2012</td>
<td>The posters have been made, the marketing items have been purchased and four Chat sessions have been held. The Dean's secretary is tallying survey results. The cafeteria is not a good location to hold the sessions because many college transfer students don't use the cafeteria's services. A session will be held at the North Campus in the spring. The faculty and the Dean have a great time with the students.</td>
</tr>
</tbody>
</table>
### Actual Results

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>09/18/2013</td>
<td>Out of 99 students who were surveyed, 75 percent of the students indicated they understood that &quot;CFCC students who complete their associate degree are more likely to succeed at four-year institutions than students who do not complete their associate degree.&quot; Seventy-nine (79) percent of the these students indicated that they planned to obtain their degree at CFCC.</td>
</tr>
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</table>

### Use of Results

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### Units Impacted

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No Units Impacted to Display
Objective Description

College transfer graduates earning associate degrees at CFCC and graduating from UNCW during 2008-13, will show a cumulative GPA comparable to that of the native UNCW students in this time frame and will graduate within the same number of semesters as the native students. College transfer graduates earning transfer core diplomas will also be assessed.

Assessment Measures

<table>
<thead>
<tr>
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</table>
| 12/07/2012| 1. Eighty percent of the associate in arts or science transfers to UNCW will graduate in the same number of semesters as the natives who enrolled at UNCW at the same time.  
2. Seventy percent of the students who transferred with the transfer core diploma will graduate in the same number of semesters as the natives who enrolled at UNCW at the same time. |

Intended Results

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<tbody>
<tr>
<td>12/07/2012</td>
<td>The intended result is to obtain data that corroborates the following: CFCC’s transfer programs prepare CFCC students successfully for transfer. In addition, the relationship between CFCC and UNCW will improve, and more CFCC students will be able to enroll at UNCW in the spring semesters.</td>
</tr>
</tbody>
</table>
Lisa Castellino, Assistant Provost, Office of Institutional Research and Assessment at UNCW, addressed the Arts and Sciences Division at CFCC on August 12, 2013. She has not been able to provide the data requested because of her limited staff but indicated that there are two UNCW programs in which transfer students are outperforming the native UNCW students. She also indicated that CFCC transfers at UNCW are performing better in upper-level UNCW courses than in the lower level courses. This goal will continue, and the Dean of Arts and Sciences will form a Transfer Advisory Committee in the Fall of 2013 to address the pending CAA changes and other transfer issues. Lisa, along with two more UNCW staff will serve on the committee: Teresa White, Assistant Registrar, and Erica Angalay, Associate Director of Transfer Admission.

## Use of Results

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<td></td>
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<td></td>
<td></td>
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</tbody>
</table>
Unit Code: Planning Unit: Unit Manager
53430 Community Services Spearman, Marjorie

Unit Purpose

"The community services/self supporting program consists of single courses, each complete in itself, that focus on an individual's personal or leisure needs rather than occupational or professional employment. These courses are offered to students sixteen years of age and older."

Unit Goals

- Expand Heritage Arts Program to complement and support area arts and crafts industry in New Hanover and Pender Counties.

<table>
<thead>
<tr>
<th>Obj ID</th>
<th>Objective</th>
<th>Objective Purpose</th>
<th>Objective Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2790</td>
<td>Expand Heritage Arts Program</td>
<td>Assessment Objective</td>
<td>Pending</td>
</tr>
</tbody>
</table>

Objective Description

Use the Heritage Arts Program and Gullah Geechee initiative to stimulate and support area arts and crafts businesses.

<table>
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<th>Institutional Goals</th>
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<tbody>
<tr>
<td>06-Community Partnerships</td>
<td>Opportunities/Weaknesses</td>
<td>Innovation</td>
</tr>
<tr>
<td>01-Teaching and Learning</td>
<td>Student and Customer Outcomes</td>
<td>Customer Service</td>
</tr>
<tr>
<td>09-Diversity</td>
<td></td>
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</tbody>
</table>

Tasks

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/15/2012</td>
<td>In Progress</td>
<td>High</td>
<td>Meet with area businesses to promote Heritage Arts initiative.</td>
</tr>
<tr>
<td>03/01/2013</td>
<td>In Progress</td>
<td>High</td>
<td>Identify on and off-campus sites for classes.</td>
</tr>
<tr>
<td>04/26/2013</td>
<td>In Progress</td>
<td>Medium</td>
<td>Identify additional classes for Heritage Arts Program.</td>
</tr>
</tbody>
</table>

Assessment Measures

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>04/03/2013</td>
<td>Quarterly public meetings to discuss the Dept. of the Interior (National Park Service) Gullah-Geechee Heritage corridor plans and budget are scheduled</td>
</tr>
<tr>
<td>06/28/2013</td>
<td>The number of classes offered will increase by 5%.</td>
</tr>
</tbody>
</table>

Intended Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Intended Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>04/03/2013</td>
<td>Promote cultural arts in CFCC service area and support economic initiatives associated with local cultural events.</td>
</tr>
</tbody>
</table>

Status Reports

<table>
<thead>
<tr>
<th>Date</th>
<th>Status Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/3/2013</td>
<td>Four additional adult titles will begin during late Spring and Summer 2013; Six additional Self-supporting Heritage Arts/Crafts Camps are planned for Summer</td>
</tr>
<tr>
<td>Date</td>
<td>Actual Results</td>
</tr>
<tr>
<td>--------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>04/03/2013</td>
<td>Fourteen Heritage Arts Course titles were made available to area adults by way of Catalogs, and Flyers; Annual Gullah-Geechee public programming were available free of charge.</td>
</tr>
<tr>
<td>04/03/2013</td>
<td>A Gullah Geechee Saturday Public Program head count in 2011/2012 attracted 51 adults in the CFCC Student Center.</td>
</tr>
<tr>
<td>04/03/2013</td>
<td>A 2012/2013 Saturday Conference (off Campus in the John H. McKoy Auditorium attracted 152 adults from North and South Carolina. A 2013 Fall Conference is expected to grow By 100 percent (300 Head Count).</td>
</tr>
<tr>
<td>04/03/2013</td>
<td>Though 14 Heritage Arts course titles were available, nine classes filled at the CFCC Downtown and North Campuses for a total of 1,591 Contact Hours.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Use of Results</th>
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</thead>
<tbody>
<tr>
<td>No Use of Results to Display</td>
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</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Gap Analysis</th>
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<tbody>
<tr>
<td>No Gap Analysis to Display</td>
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<table>
<thead>
<tr>
<th>Date</th>
<th>SWOT Description</th>
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<tbody>
<tr>
<td>No SWOT to Display</td>
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<table>
<thead>
<tr>
<th>Date</th>
<th>Units Impacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Units Impacted to Display</td>
<td></td>
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</tbody>
</table>
Unit Purpose

"The Community Spanish Interpreter Program's purpose is to prepare individuals to work as entry-level bilingual interpretation para-professionals. Successful program completers will have acquired the skills needed to provide communication access through language interpretation services between Spanish-speaking individuals and the English-speaking community in interactive settings."

Unit Goals

<table>
<thead>
<tr>
<th>Obj ID</th>
<th>Objective</th>
<th>Objective Purpose</th>
<th>Objective Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2607</td>
<td>Increase Community Spanish Interpreter Enrollment</td>
<td>Assessment Objective</td>
<td>Complete</td>
</tr>
</tbody>
</table>

Objective Description
The program currently has thirteen students enrolled and it is the goal to increase enrollment by 50% in the upcoming year.

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>01/04/2013</td>
<td>Complete</td>
<td>Medium</td>
<td>Attend local Latino events and participate with local organizations with ties to the Hispanic community to provide information about the program and attempt to increase awareness of the program within the community.</td>
</tr>
<tr>
<td></td>
<td>03/01/2013</td>
<td>Complete</td>
<td>High</td>
<td>Advertise in local Hispanic oriented media to provide outreach to the community.</td>
</tr>
<tr>
<td></td>
<td>09/02/2013</td>
<td>Complete</td>
<td>Medium</td>
<td>Report number of students enrolled in the Community Spanish Interpreting Program. The program has graduated 5 students, and has 35 students enrolled.</td>
</tr>
</tbody>
</table>

Assessment Measures

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
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<tbody>
<tr>
<td></td>
<td>No Assessment Measures to Display</td>
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</tbody>
</table>

Intended Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Intended Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/24/2012</td>
<td>Increase student enrollment by 50%.</td>
</tr>
</tbody>
</table>

Status Reports

<table>
<thead>
<tr>
<th>Date</th>
<th>Status Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/21/2013</td>
<td>As of today, the number of students enrolled in the program are 30.</td>
</tr>
</tbody>
</table>
### Actual Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Actual Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/10/2012</td>
<td>The Lead Instructor of the Program attended the Latino Festival at Odgen park in Wilmington, NC and shared a table with other local agencies that provide services for the latino community. Brochures and information were displayed at the event.</td>
</tr>
<tr>
<td>03/01/2013</td>
<td>Through some members in the community that are involved in the Latino community and through the updated/new website for the program at <a href="http://www.cfcc.edu">www.cfcc.edu</a> has been a way to promote and make more the program more visual to prospective students.</td>
</tr>
</tbody>
</table>

### Use of Results

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<thead>
<tr>
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### Gap Analysis

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### SWOT

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### Units Impacted

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<thead>
<tr>
<th>Date</th>
<th>Unit Code</th>
<th>Planning Unit</th>
<th>Unit Manager</th>
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<tbody>
<tr>
<td></td>
<td>No Units Impacted to Display</td>
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</table>
**Objective Description**

Students in the Community Spanish Interpreter Program must have the ability to complete a bilingual courses in LEX110 and MED121 to meet certificate and AAS requirements for graduation.

<table>
<thead>
<tr>
<th>Institutional Goals</th>
<th>Objective Types</th>
<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>01-Teaching and Learning</td>
<td>Student and Customer Outcomes</td>
<td>Customer Service</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Retention</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10/08/2012</td>
<td>Complete</td>
<td>High</td>
<td>Work with Paralegal Technology Lead Instructor to offer a bilingual LEX110 to students in the Spring 2013 semester. An instructor has been secured to teach LEX 110 in the Spring 2013 Semester.</td>
</tr>
<tr>
<td></td>
<td>12/10/2012</td>
<td>Complete</td>
<td>High</td>
<td>Seek a bilingual instructor for LEX110. Lindsey Robeson, Assistant District Attorney in New Hanover County, will be the instructor for this course.</td>
</tr>
<tr>
<td></td>
<td>11/19/2012</td>
<td>Complete</td>
<td>High</td>
<td>Work with Business Technology Lead Instructor to offer a bilingual MED121 to Community Spanish Interpreter students in the Fall 2013 semester.</td>
</tr>
<tr>
<td></td>
<td>08/01/2013</td>
<td>Complete</td>
<td>High</td>
<td>Seek bilingual instructor for MED121.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment Measures</th>
<th>Date</th>
<th>Assessment Measure</th>
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<tbody>
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<td></td>
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<table>
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<tr>
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<th>Date</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>09/24/2012</td>
<td>Provide required bilingual courses to Community Spanish Interpreter students to meet graduation requirements.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Status Reports</th>
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<td></td>
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<table>
<thead>
<tr>
<th>Actual Results</th>
<th>Date</th>
<th>Actual Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10/26/2012</td>
<td>LEX110 has been offered in the Spring 2013 with an instructor that is bilingual and has been able to incorporate some extra materials in Spanish in addition to the North Carolina Community Spanish Interpreter Standards.</td>
</tr>
<tr>
<td></td>
<td>03/21/2013</td>
<td>MED 121 will be offered in the Fall 2013 semester and will follow the North Carolina Community Spanish Interpreter Standards with some additional material in Spanish that are also been used in other Community Colleges across the state.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Use of Results</th>
<th>Date</th>
<th>Use of Results</th>
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<tbody>
<tr>
<td></td>
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<table>
<thead>
<tr>
<th>Gap Analysis</th>
<th>Date</th>
<th>Gap Analysis:</th>
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<tbody>
<tr>
<td></td>
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<td>No Gap Analysis to Display</td>
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</table>
## SWOT

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<tr>
<th>Date</th>
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<tr>
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### Units Impacted

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<tr>
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<th>Unit Manager</th>
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<tbody>
<tr>
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</tbody>
</table>

No Units Impacted to Display
Objective Description
SPA161 requires students to explore the Hispanic culture through field experience in a host country or area. Many students do not have the financial ability to meet the requirements of this course which is needed to graduate. It is the goal to replace this course with another course that provides an insight into the Hispanic culture through others more financially feasible alternatives.
Unit Purpose

"The Computer Engineering Technology (CET) curriculum provides the skills required to install, service, and maintain computers, peripherals, networks, and microprocessor and computer controlled equipment. It includes training in both hardware and software, emphasizing operating systems concepts to provide a unified view of computer systems."

Unit Goals

<table>
<thead>
<tr>
<th>Obj ID</th>
<th>Objective Description</th>
<th>Objective Purpose</th>
<th>Objective Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2576</td>
<td>Increase Hybrid Offerings in Computer Engineering Technologies</td>
<td>Assessment Objective</td>
<td>Complete</td>
</tr>
</tbody>
</table>

Objective Description

Increase learning opportunities for CET students in the following classes:
CET130 - Operating System Concepts
CET150 - Computer Forensics I

By adding a Hybrid course of each, students will have greater flexibility in attending class and hopefully complete their degree on time.

Tasks

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>07/31/2012</td>
<td>Complete</td>
<td>High</td>
<td>Convert 1 section of CET150 from the normal F2F to Hybrid.</td>
</tr>
<tr>
<td>07/31/2012</td>
<td>Complete</td>
<td>High</td>
<td>Convert one section of CET130 from the normal F2F to Hybrid.</td>
</tr>
<tr>
<td>12/07/2012</td>
<td>In Progress</td>
<td>High</td>
<td>Perform an analysis of grades and completion rates from last years classes. The student completion rate should stay within 5% and grades should stay with 5% of the Fall 2011 semester for this to be successful.</td>
</tr>
</tbody>
</table>

Assessment Measures

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/14/2012</td>
<td>Measure enrollment numbers at start and completion numbers at the end of semester to see how many students complete the course compared to last years F2F class. To be considered successful 10% more students should show as completers.</td>
</tr>
<tr>
<td>12/17/2012</td>
<td>Measure how many students complete the course with a 80% or better compared to last years class that was taught F2F. To be considered successful, 10% more students should complete with 80% or better.</td>
</tr>
</tbody>
</table>

Intended Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Intended Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/05/2012</td>
<td>The Intended result of this is to allow students greater flexibility in scheduling classes. By only meeting once a week, a working student can attend 2 classes and only need to be on campus 6 hours a week.</td>
</tr>
</tbody>
</table>

Status Reports

<table>
<thead>
<tr>
<th>Date</th>
<th>Status Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/31/2012</td>
<td>CET130 NY1 is scheduled for Fall Semester</td>
</tr>
<tr>
<td>7/31/2012</td>
<td>CET150 NYE1 is scheduled for Fall semester</td>
</tr>
<tr>
<td>Date</td>
<td>Actual Results</td>
</tr>
<tr>
<td>------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>01/25/2013</td>
<td>Student completion stayed within the 5% but student feedback from the instructor evaluations was not as good as previous semesters for the same class. Students don't seem to understand the concept of the hybrid class. Better education is needed. For the Fall 2013 sections addition time will be spent going over the requirements and an open lab day will be added to the schedule for students that need additional help or that want to come in and practice the hands on labs.</td>
</tr>
<tr>
<td>09/05/2013</td>
<td>Fall semester seems to be off to a better start, the extra time going over the requirements of the hybrid class are working. Also have had an average of 4 students stop by during open lab time to take advantage of more one on one time with the instructor.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/05/2012</td>
<td>The success or failure of this project will allow us to determine if these courses are suitable for the hybrid teaching environment.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Gap Analysis</th>
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<td></td>
<td>Date: Gap Analysis: No Gap Analysis to Display</td>
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<thead>
<tr>
<th>Date</th>
<th>SWOT Description</th>
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<td>Date: SWOT Description: No SWOT to Display</td>
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<table>
<thead>
<tr>
<th>Date</th>
<th>Units Impacted</th>
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<tbody>
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<td></td>
<td>Date: Units Impacted: No Units Impacted to Display</td>
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</tbody>
</table>
### Objective Description

Graduates of the Computer Engineering Technology (CET) curriculum shall be skilled in concepts of Operating System Virtualization.

#### Institutional Goals

<table>
<thead>
<tr>
<th>Institutional Goals</th>
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<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>01-Teaching and Learning</td>
<td>Student and Customer Outcomes</td>
<td>Innovation</td>
</tr>
<tr>
<td>02-Facilities</td>
<td></td>
<td>Retention</td>
</tr>
<tr>
<td>03-Technology Tools, Training and Application</td>
<td></td>
<td>Critical Thinking - QEP</td>
</tr>
<tr>
<td>04-Learning Resources</td>
<td></td>
<td></td>
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<tr>
<td>06-Community Partnerships</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Tasks

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/05/2012</td>
<td>Complete</td>
<td>High</td>
<td>Add course to Spring 2013 semester teaching OS Virtualization based on advice from advisory panel.</td>
</tr>
<tr>
<td>09/21/2012</td>
<td>In Progress</td>
<td>Medium</td>
<td>Develop lesson plans and measurable learning objectives for teaching OS virtualization.</td>
</tr>
<tr>
<td>08/30/2012</td>
<td>In Progress</td>
<td>High</td>
<td>Order Servers at budget hearings to replace the DELL Poweredge 1800's used in NB-237. They are failing weekly and out of warranty.</td>
</tr>
<tr>
<td>11/01/2012</td>
<td>Incomplete</td>
<td>Medium</td>
<td>Develop a battery of assessments that will evaluate the skill level of our students regarding operating system virtualization. These assessments will be developed and approved by a panel of instructors in the Engineering Technology department.</td>
</tr>
</tbody>
</table>

#### Assessment Measures

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/01/2012</td>
<td>Develop a battery of both written and practical assessments that will determine the skill level of students in OS virtualization. These assessments will be approved by a panel of Engineering faculty. In order to be successful students must meet a minimum 70% passing rate on each of these assessments.</td>
</tr>
<tr>
<td>05/10/2013</td>
<td>Eighty percent of the students in WEB 285 will be able to install and configure a hosted virtual server enviroment as the final project for this class. This process will be evaluated by a panel of CET instructors. Students must meet a satisfaction level of 90% in order to be considered successful.</td>
</tr>
</tbody>
</table>

#### Intended Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Intended Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/05/2012</td>
<td>With virtualization in demand it is essential that our students get trained in this area.</td>
</tr>
</tbody>
</table>

#### Status Reports

<table>
<thead>
<tr>
<th>Date</th>
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</tr>
</thead>
<tbody>
<tr>
<td>9/26/2012</td>
<td>Servers were approved at Budget hearings and will be ordered.</td>
</tr>
<tr>
<td>9/5/2012</td>
<td>Class has beedn added for Spring 2013 - We will be using WEB285 untill we determine if there is demand for the class.</td>
</tr>
<tr>
<td>9/5/2012</td>
<td>Servers were picked out and request was submitted at the budget hearing.</td>
</tr>
</tbody>
</table>

#### Actual Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Actual Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/05/2013</td>
<td>Initial offering had pretty good registration numbers. 7 students signed up for the class and 1 dropped due to other course load. The remaining 6 were able to meet 100% of the assessment measures.</td>
</tr>
</tbody>
</table>
### Use of Results

<table>
<thead>
<tr>
<th>Date</th>
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</tr>
</thead>
<tbody>
<tr>
<td>09/05/2013</td>
<td>We will be adding this into our selection of electives full time starting Spring 2014 as CTI 240 Virtualization Admin I</td>
</tr>
</tbody>
</table>

Feedback from students and advisory panel was very positive about his offering.

### Gap Analysis

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### Units Impacted

<table>
<thead>
<tr>
<th>Date</th>
<th>Unit Code</th>
<th>Planning Unit</th>
<th>Unit Manager</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No Units Impacted to Display</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Objective Description**

Increase learning opportunities for CET students in the Upgrade & Repair I classes, by adding an additional section at night.

<table>
<thead>
<tr>
<th>Institutional Goals</th>
<th>Objective Types</th>
<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>01-Teaching and Learning</td>
<td>Student and Customer Outcomes</td>
<td>Customer Service</td>
</tr>
<tr>
<td>03-Technology Tools, Training and Application</td>
<td></td>
<td>Critical Thinking - QEP</td>
</tr>
<tr>
<td>04-Learning Resources</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/06/2012</td>
<td>Complete</td>
<td>High</td>
<td>Increase the course offerings of CET111 by adding an additional section at night.</td>
<td></td>
</tr>
<tr>
<td>08/20/2012</td>
<td>Complete</td>
<td>High</td>
<td>Hire an additional adjunct faculty member to teach the additional night class.</td>
<td></td>
</tr>
<tr>
<td>12/07/2012</td>
<td>In Progress</td>
<td>Medium</td>
<td>If enrollment numbers increase by 10%, we will need to look at increasing offerings of CET211 in Spring 2013</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment Measures</th>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/05/2012</td>
<td>Enrollment numbers in CET111 will increase by 10% over last year as a result of increased course offerings.</td>
<td></td>
</tr>
<tr>
<td>12/05/2012</td>
<td>80% of the students in the additional section will pass a practice A+ certification exam with a score of 70 or higher</td>
<td></td>
</tr>
<tr>
<td>01/06/2013</td>
<td>Ninety-five percent of the students who enroll in the additional section of CET 111 will continue their education in the Computer Engineering curriculum.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intended Results</th>
<th>Date</th>
<th>Intended Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/05/2012</td>
<td>If we have a large number of students enroll in the night section that was added, we may need to shift more of our classes to having an additional section of night class. This will indicate more people are wanting to continue their education even if working during the day...</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Status Reports</th>
<th>Date</th>
<th>Status Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/5/2012</td>
<td>9 students signed up for the class. While this is not a full class, it was not advertised and was only open for registration 2 days. This leads me to believe that if it was open longer, more students would have registered.</td>
<td></td>
</tr>
<tr>
<td>8/20/2012</td>
<td>Class added for Fall 2012 - CET111 NE2</td>
<td></td>
</tr>
<tr>
<td>8/20/2012</td>
<td>Adjunct Faculty found and hired</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Actual Results</th>
<th>Date</th>
<th>Actual Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/15/2013</td>
<td>Had to add 2nd section of CET111 for the spring semester. 100 percent full, Offering second section at night is paying off.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Use of Results</th>
<th>Date</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Use of Results to Display</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Gap Analysis</th>
<th>Date: Gap Analysis:</th>
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</thead>
<tbody>
<tr>
<td>No Gap Analysis to Display</td>
<td></td>
</tr>
</tbody>
</table>
### SWOT

<table>
<thead>
<tr>
<th>Date</th>
<th>SWOT Description:</th>
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<tbody>
<tr>
<td></td>
<td>No SWOT to Display</td>
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</tbody>
</table>

### Units Impacted

<table>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No Units Impacted to Display</td>
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<td></td>
</tr>
</tbody>
</table>
Unit Purpose

The purpose of this unit is to train and educate students to become Information Technology professionals in the computer information systems technology field.

Unit Goals

<table>
<thead>
<tr>
<th>Obj ID</th>
<th>Objective</th>
<th>Objective Purpose</th>
<th>Objective Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2681</td>
<td>SAM Instructor's Training</td>
<td>Assessment Objective</td>
<td>Complete</td>
</tr>
</tbody>
</table>

Objective Description

The objective of the SAM instructor's training will be to help ensure that 100% of the instructors who use SAM for CIS 110 Introduction to Computers and CIS 111 Basic PC Literacy are properly trained.

Institutional Goals

<table>
<thead>
<tr>
<th>Institutional Goals</th>
<th>Objective Types</th>
<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>01-Teaching and Learning</td>
<td>Student and Customer Outcomes</td>
<td>Communication</td>
</tr>
<tr>
<td>03-Technology Tools, Training and Application</td>
<td>Opportunities/Weaknesses</td>
<td>Completions</td>
</tr>
<tr>
<td></td>
<td>SACS Compliance</td>
<td>Customer Service</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Performance Measures Compliance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Retention</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Critical Thinking - QEP</td>
</tr>
</tbody>
</table>

Tasks

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/26/2012</td>
<td>Complete</td>
<td>Medium</td>
<td>Create surveys to assess instructor training needs for the use of SAM.</td>
</tr>
<tr>
<td>11/15/2012</td>
<td>Complete</td>
<td>Medium</td>
<td>Create training based on survey data</td>
</tr>
<tr>
<td>09/12/2012</td>
<td>Complete</td>
<td>High</td>
<td>Go through all the SAM training for the new features like the SAM Gradebook and Dropbox so that I can train the other CIS instructors on how to use these features.</td>
</tr>
</tbody>
</table>

Assessment Measures

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/07/2012</td>
<td>The assessment measures will be completed by using online surveys and feedback forms to ensure 100% of all instructors teaching CIS 110 and 111 are updated on the new features of SAM.</td>
</tr>
</tbody>
</table>

Intended Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Intended Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/10/2012</td>
<td>The intended result is to ensure that 100% of the instructors who will be using SAM know to properly deploy and use SAM and its many features to enhance and enrich the students’ learning of the course materials.</td>
</tr>
</tbody>
</table>

Status Reports

<table>
<thead>
<tr>
<th>Date</th>
<th>Status Report</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No Status Reports to Display</td>
</tr>
<tr>
<td>Date</td>
<td>Actual Results</td>
</tr>
<tr>
<td>----------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>10/24/2013</td>
<td>There was a bit of resistance to using the new features. Some instructors felt like we were being used as beta testers for SAM. I have completed all the training on all the features and have used them for two semesters. 100% of the students in my courses loved being able to see the grades and submit the tutorials in the SAM Dropbox. This has helped me keep control of both my face to face and my online classes. I use SAM totally for my face to face classes and Blackboard is used for my online classes. Instructors who are interested in utilizing these options would greatly benefit by the decrease in overall student complaints regarding availability of grades and feedback.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Use of Results</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>11/13/2013</td>
<td>The plan is to train as many of the CIS 110 and 111 instructors who want to learn how to use the SAM's new features. For the instructors who do not want to do the face-to-face training in a group setting, I will offer them some alternatives such as: 1. Cengage Learning has SAM's training available online 2. I can offer one-on-one training 3. Perhaps other veteran SAM users within the department can assist with training sessions.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Gap Analysis:</th>
<th></th>
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<tbody>
<tr>
<td></td>
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<table>
<thead>
<tr>
<th>Date</th>
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<tr>
<td></td>
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<table>
<thead>
<tr>
<th>Date</th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No Units Impacted to Display</td>
<td></td>
</tr>
</tbody>
</table>
Objective Description

The objective of this planning module is to improve the low percentage scores on the low scoring tasks on the module exams from 70% to 85%. To accomplish this I plan to use the SAM Frequency Analysis Reports to establish a baseline from the previous 3 semesters. This will be used to improve the creation of SAM exams for future student assessments in the CIS 110 Introduction to Computer course.

<table>
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<tr>
<th>Institutional Goals</th>
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</thead>
<tbody>
<tr>
<td>01-Teaching and Learning</td>
<td>Student and Customer Outcomes</td>
<td>Performance Measures Compliance</td>
</tr>
<tr>
<td>03-Technology Tools, Training and Application</td>
<td>Opportunities/Weaknesses</td>
<td>Cutting-Edge Technology</td>
</tr>
<tr>
<td></td>
<td>SACS Compliance</td>
<td>Accreditation Compliance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Customer Service</td>
</tr>
</tbody>
</table>

**Tasks**

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/27/2012</td>
<td>Complete</td>
<td>Medium</td>
<td>Compile the data for Module One frequency analysis reports</td>
</tr>
<tr>
<td>10/23/2012</td>
<td>Complete</td>
<td>Medium</td>
<td>Compile the data for Module Two frequency analysis reports</td>
</tr>
<tr>
<td>11/20/2012</td>
<td>Complete</td>
<td>Medium</td>
<td>Compile the data for Module Three frequency analysis reports</td>
</tr>
<tr>
<td>11/27/2012</td>
<td>Complete</td>
<td>Medium</td>
<td>Compile the data for Module Four frequency analysis reports</td>
</tr>
</tbody>
</table>

**Assessment Measures**

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/07/2012</td>
<td>The assessment measures will be based on the SAM Frequency Analysis statistical data.</td>
</tr>
</tbody>
</table>

**Intended Results**

<table>
<thead>
<tr>
<th>Date</th>
<th>Intended Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/27/2013</td>
<td>The intended result is to assess each CIS 110 module test to see which questions the students missed the most and reassess how to get this concept across to the student in a more logical way.</td>
</tr>
</tbody>
</table>

**Status Reports**

<table>
<thead>
<tr>
<th>Date</th>
<th>Status Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/24/2013</td>
<td>All the data has been compiled. I have started working on some creative ways to improve the low percentage scores on the low scoring tasks on the module exams to improve the way the concepts and tasks are taught to the students.</td>
</tr>
</tbody>
</table>
Actual Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Actual Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/22/2013</td>
<td>After compiling the data for modules 1-4 from SAM Frequency Analysis Reports, my data shows that after two semesters of testing for modules 1-4 exams the classes as a whole only scored 70% on the following concepts:</td>
</tr>
</tbody>
</table>
|            | Module 1 - Essential Computer Concepts  
Select multiple noncontiguous file  
Delete a file in Explorer  
Extract compressed files  
Sort a list  
Adjust icon size  
Delete a file in Explorer  
The different types of files  
File Managing Concepts  
Module 2 - Microsoft Word 2010  
Use the Format Painter  
Set a tab stop  
Apply a Quick Style to text  
Insert a cover page  
Create a source  
Insert a citation  
Delete a table column  
Module 3 - Microsoft Excel 2010  
Change fill color  
Clear cell content  
Apply a Table Style  
Wrap text  
Use the Format Painter  
Use absolute cell references  
Use relative cell references  
Module 4 - Microsoft PowerPoint 2010 and Integration  
Change the fill color of a shape  
Switch to Slide Master view  
Promote and demote bullets in an                                                                                                                                                                                                                                           |

Use of Results

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>11/12/2013</td>
<td>After compiling baseline data to improve upon the 70% passing rate on previously documented problem areas, I have incorporated more interactive activities to try to raise the passing rate to 85%.</td>
</tr>
</tbody>
</table>

Gap Analysis

<table>
<thead>
<tr>
<th>Date</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

SWOT

<table>
<thead>
<tr>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>

Units Impacted

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<tr>
<th>Date</th>
<th>Unit Code</th>
<th>Planning Unit</th>
<th>Unit Manager</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No Units Impacted to Display</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Objective Description
The objective of this planning module is to ensure that 100% of the students who take CTS 289 Systems Projects have a resume completed before starting this class.

<table>
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<tr>
<th>Institutional Goals</th>
<th>Student and Customer Outcomes</th>
<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>01-Teaching and Learning</td>
<td>Opportunities/Weaknesses</td>
<td>Customer Service</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Innovation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Performance Measures</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Compliance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Retention</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Critical Thinking - QEP</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Completions</td>
</tr>
</tbody>
</table>

#### Tasks

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/23/2012</td>
<td>Complete</td>
<td>High</td>
<td>Create the assignment</td>
</tr>
<tr>
<td>08/23/2012</td>
<td>Complete</td>
<td>High</td>
<td>Create the Rubric</td>
</tr>
</tbody>
</table>

#### Assessment Measures

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/04/2012</td>
<td>The assessment is based on the grading rubric.</td>
</tr>
</tbody>
</table>

#### Intended Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Intended Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/14/2013</td>
<td>The goal is to have 90% of all the CTS 115 Information Systems Business Concepts and CTS 285 System Analysis and Design students who do not have a resume, and the other 10% of the students who may already have a resume, create or improve their resumes before starting the CTS 289 course in the spring semester.</td>
</tr>
</tbody>
</table>

#### Status Reports

<table>
<thead>
<tr>
<th>Date</th>
<th>Status Report</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

#### Actual Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Actual Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/27/2013</td>
<td>The final result assignment was that 100% of the students had completed the assignment. Three students reported that have completed the assignment along with the resume workshop done by CFCC career services they got job and internship offers.</td>
</tr>
</tbody>
</table>

#### Use of Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/25/2013</td>
<td>Scott will continue to employ this same assignment in CTS 115 sections in the future. This is a great skill building assignment as a precursor to CTS 289.</td>
</tr>
</tbody>
</table>

#### Gap Analysis

<table>
<thead>
<tr>
<th>Date</th>
<th>Gap Analysis:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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#### SWOT

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<tbody>
<tr>
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Print Date: Wednesday, March 12, 2014
<table>
<thead>
<tr>
<th>Units Impacted</th>
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</thead>
<tbody>
<tr>
<td>Date</td>
</tr>
<tr>
<td>No Units Impacted to Display</td>
</tr>
</tbody>
</table>
Unit Purpose

"The Computer-Integrated Machining Curriculum prepares students with the analytical, creative and innovative skills necessary to take a production idea from an initial concept through design, development and production, resulting in a finished product suitable for mechanical applications."

Unit Goals

<table>
<thead>
<tr>
<th>Obj ID</th>
<th>Objective</th>
<th>Objective Purpose</th>
<th>Objective Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2601</td>
<td>Improved Knowledge of Production Procedures</td>
<td>Assessment Objective</td>
<td>Complete</td>
</tr>
</tbody>
</table>

Objective Description

Graduates of the Computer Integrated Machining curriculum will be more knowledgeable about cost-effective production methods, dimensional and statistical quality control and the tooling and machines required for production.

Tasks

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/09/11</td>
<td>Complete</td>
<td>High</td>
<td>Select an applicable course that will incorporate facets of production tooling and general quality manufacturing processes into the existing curriculum.</td>
</tr>
<tr>
<td>12/09/11</td>
<td>Complete</td>
<td>High</td>
<td>Solicit input from the CIM Advisory Committee, concerned faculty members and members of local industry necessary to qualify the selected course for inclusion into the Curriculum.</td>
</tr>
<tr>
<td>12/09/11</td>
<td>Complete</td>
<td>High</td>
<td>Petition the Curriculum Committee to incorporate the appropriate course in the CIM Curriculum.</td>
</tr>
<tr>
<td>05/09/12</td>
<td>Complete</td>
<td>High</td>
<td>Develop course objectives and design a course syllabus that will incorporate those objectives into the overall learning objectives of the CIM Curriculum.</td>
</tr>
<tr>
<td>08/08/12</td>
<td>Complete</td>
<td>High</td>
<td>Integrate the Production Procedures Course into the CIM curriculum complete with learning objectives and assessment outcomes designed for student success.</td>
</tr>
</tbody>
</table>

Assessment Measures

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/26/11</td>
<td>1) Graduates of the CIM program will be required to achieve a 70% passing on a battery of exams designed to test their knowledge of production procedures.</td>
</tr>
<tr>
<td></td>
<td>2) Graduates of the CIM program will be required to attend at least one seminar designed to improve their understanding of quality concepts as related to a modern manufacturing environment. They will be required to report on their findings and will be graded accordingly. Students are expected to achieve a minimum 70% passing on this report.</td>
</tr>
<tr>
<td></td>
<td>3) Students will be required to conduct research on at least two quality control philosophies currently used in a modern manufacturing environment. This research will be graded accordingly. Students are expected to achieve a minimum 70% passing on a reporting of their research.</td>
</tr>
</tbody>
</table>

Intended Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Intended Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No Intended Results to Display</td>
</tr>
</tbody>
</table>
### Status Reports

<table>
<thead>
<tr>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>No Status Reports to Display</td>
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</tbody>
</table>

### Actual Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Actual Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/20/2013</td>
<td>There has been a Production Procedures class implemented into our curriculum. In this class, students will learn about cost-effective production methods, quality control methods and equipment required for production. Students will begin this class in spring semester 2014.</td>
</tr>
</tbody>
</table>

### Use of Results

<table>
<thead>
<tr>
<th>Date</th>
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</tr>
</thead>
<tbody>
<tr>
<td>06/25/2013</td>
<td>This objective has been met. We feel that the implementation of the Production Procedures class, the students knowledge of production and quality control methods will be improved.</td>
</tr>
</tbody>
</table>

### Gap Analysis

<table>
<thead>
<tr>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>No Gap Analysis:</td>
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### SWOT

<table>
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<tr>
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<tbody>
<tr>
<td></td>
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</tbody>
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### Units Impacted

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| No Units Impacted to Display |
**Objective Description**

Graduates of the Computer Integrated Machining curriculum will develop skills in the use of high-end, mechanical design software as used in a modern manufacturing environment. This is a continuation of objective ID#2096 that was begun during the 2010-2011 academic year.

**Tasks**

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/30/2011</td>
<td>Complete</td>
<td>High</td>
<td>Determine the computer aided design software that will fulfill the objectives of this assessment. This will be done through casual observation, feedback from local industry and from information gained from various CAD representatives.</td>
</tr>
<tr>
<td>07/01/2011</td>
<td>Complete</td>
<td>High</td>
<td>Purchase the appropriate software that will facilitate completion of the learning objectives. Incorporate this software into specific courses that will enable the completion of this learning objective.</td>
</tr>
<tr>
<td>05/09/2012</td>
<td>Complete</td>
<td>High</td>
<td>Develop course specific objectives that will fulfill the task of training CIM students to correctly use this design software.</td>
</tr>
<tr>
<td>05/09/2012</td>
<td>Complete</td>
<td>High</td>
<td>Design a minimum of three projects that will allow students to demonstrate mastery of a variety of learning objectives for this software. Students will be required to complete these projects, scoring a minimum of 70% passing.</td>
</tr>
</tbody>
</table>

**Assessment Measures**

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/26/2011</td>
<td>1) Students will be assigned a minimum of three projects to design using this software package. Students must demonstrate their ability to use this software by scoring a minimum 70% passing on all projects. 2) Students will be given a battery of manipulative assessments designed to test their knowledge of the software. Students will be required to score a minimum 70% overall on these assessments. 3) During the Summer semester, students must demonstrate the ability to incorporate the use of computer aided design (CAD) with computer aided manufacturing (CAM). This will be accomplished by requiring them to design two projects on the CAD system and then transfer them to the CAM system for manufacture. Students must achieve a minimum 80% score on this process.</td>
</tr>
</tbody>
</table>

**Intended Results**

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**Status Reports**

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**Actual Results**

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<tr>
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</thead>
<tbody>
<tr>
<td>06/25/2013</td>
<td>An Introduction to CAD class has been implemented into our curriculum. Students are currently learning AutoCAD and will be learning SolidWorks in the near future. This training will give the students the capability to make changes to CAD drawings which are not manipulated in the same manner as the computer aided machining software that they are currently using.</td>
</tr>
<tr>
<td>Date</td>
<td>Use of Results</td>
</tr>
<tr>
<td>------------</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>06/25/2013</td>
<td>This objective has been met. The training provided by the Introduction to CAD class should allow the Computer-Integrated Machining students the knowledge to make simple CAD drawing and changes to more complex drawings, which makes them more appealing to prospective employers.</td>
</tr>
</tbody>
</table>

## Gap Analysis

<table>
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<tr>
<th>Date: Gap Analysis:</th>
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<tbody>
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## SWOT

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## Units Impacted

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<tbody>
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</table>

No Units Impacted to Display
Objective Description

Graduates of the CIM curriculum will develop skills consistent with those outlined in the NIMS credentialing process. This objective will give our graduates the opportunity to gain national certification in metalworking skills. This certification is held to a national standard and should help graduates gain employment anywhere in the country.

Tasks

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>07/16/2014</td>
<td>In Progress</td>
<td>High</td>
<td>Determine which two NIMS certifications match the skills areas of our programs curriculum. Then select a minimum of two other credentials. Once all credentials are selected, the application for accreditation will be submitted to NIMS. Certify at least one instructor in all selected credentialing areas. Also, certify at least one student in at least one credentialing area. Once complete, continue the accreditation process by having an evaluation completed and gain accreditation.</td>
</tr>
<tr>
<td>08/01/2014</td>
<td>In Progress</td>
<td>High</td>
<td>Adopt NIMS approved projects into our curriculum so that we can prepare students to gain certifications.</td>
</tr>
<tr>
<td>08/18/2014</td>
<td>In Progress</td>
<td>High</td>
<td>Implement the procedures to allow students to gain certification.</td>
</tr>
</tbody>
</table>

Assessment Measures

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/20/2012</td>
<td>Students will be required to complete and score a minumum of 70% overall passing grade on lab projects that will prepare them for NIMS certification.</td>
</tr>
<tr>
<td>09/20/2012</td>
<td>Students will be given assessment tests on material based on NIMS certification. Students will be required to score a minimum of 70% overall on these assessments.</td>
</tr>
<tr>
<td>09/20/2012</td>
<td>Fifty percent of students enrolled in the CIM curriculum during the 2012-2013 academic year will begin an effort to gain NIMS certification.</td>
</tr>
</tbody>
</table>

Intended Results

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Actual Results

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>06/20/2013</td>
<td>We are currently meeting and taking steps to determine which NIMS certifications to pursue so that the application can be submitted. We now have one instructor that is NIMS credentialed and are using some NIMS approved projects in our curriculum.</td>
</tr>
</tbody>
</table>

Use of Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/20/2013</td>
<td>While this objective is not complete, we have made progress toward achieving it. This objective is important and will be continued into the 2013-2014 academic year.</td>
</tr>
</tbody>
</table>

Gap Analysis

<table>
<thead>
<tr>
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<tbody>
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### SWOT

| Date | SWOT Description:
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### Units Impacted

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<tr>
<td>No Units Impacted to Display</td>
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</tbody>
</table>
Unit Purpose

The Construction Management Technology Programs purpose is to be a solid foundation for providing our students with the highest levels of education available combined with the hands on industrial and technical experience needed to excel in the modern construction industry.

Unit Goals

<table>
<thead>
<tr>
<th>Obj ID</th>
<th>Objective</th>
<th>Objective Purpose</th>
<th>Objective Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2711</td>
<td>Blue Print Reading Skills</td>
<td>Assessment Objective</td>
<td>Complete</td>
</tr>
</tbody>
</table>

Objective Description

To increase first year students knowledge and proficiency in reading blueprints.

<table>
<thead>
<tr>
<th>Institutional Goals</th>
<th>Objective Types</th>
<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>01-Teaching and Learning</td>
<td>Opportunities/Weaknesses</td>
<td>Critical Thinking - QEP</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Performance Measures Compliance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Retention</td>
</tr>
</tbody>
</table>

Tasks

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/01/2013</td>
<td>Complete</td>
<td>High</td>
<td>Provide a structured course delivery based on basic materials and methods and blueprint interpretation techniques.</td>
</tr>
<tr>
<td>12/15/2012</td>
<td>Complete</td>
<td>High</td>
<td>Provide a year end assessment to determine the proficiency of CMT students in Blueprint Reading. 100% on students actively participating in the course will demonstrate fundamental blue print reading skills.</td>
</tr>
</tbody>
</table>

Assessment Measures

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/15/2012</td>
<td>A blueprint reading fundamentals assessment has been developed to track the students progress throughout the semester. This assessment will be given pre-course, mid-course, and post-course. 100% of students should demonstrate fundamental knowledge of blue print reading skills with this assessment.</td>
</tr>
</tbody>
</table>

Intended Results

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<tbody>
<tr>
<td>09/25/2013</td>
<td>100% of students should demonstrate fundamental knowledge of blue print reading skills with this assessment.</td>
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Actual Results

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<tbody>
<tr>
<td>09/25/2013</td>
<td>100% of students demonstrated, through assessments, fundamental blueprint reading skills. 87% of students demonstrated, through assessment, advanced level blueprint reading skills that meet the industry standards for basic blueprint reading skills.</td>
</tr>
</tbody>
</table>
Use of Results

Date: 09/25/2013

CMT will use these results to continue to strengthen fundamental blueprint reading skill weaknesses found in first year students. We will enhance the course delivery and assessments, based on these results, to improve the course overall.

Gap Analysis

Date:  

No Gap Analysis to Display

SWOT

Date:  

No SWOT to Display

Units Impacted

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<tbody>
<tr>
<td>10/16/2012</td>
<td>52720</td>
<td>Construction Management Technology</td>
<td>Begue, Jonathan</td>
</tr>
</tbody>
</table>
Obj ID | Objective | Objective Purpose | Objective Status
--- | --- | --- | ---
2712 | CMT Materials and Methods Upfit | Budget Objective | Complete

**Objective Description**
Work with administration to identify funds beyond our annual budget of $7500 to obtain the necessary equipment and materials to upfit our new CMT materials and methods laboratory.

<table>
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<th>Institutional Goals</th>
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<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>03-Technology Tools, Training and Application</td>
<td>Opportunities/Weaknesses</td>
<td>Facilities</td>
</tr>
<tr>
<td>01-Teaching and Learning</td>
<td></td>
<td>Retention</td>
</tr>
<tr>
<td>02-Facilities</td>
<td></td>
<td>Critical Thinking - QEP</td>
</tr>
</tbody>
</table>

**Tasks**

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
<th>Budget Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/01/2012</td>
<td>Complete</td>
<td>Medium</td>
<td>Obtain basic hand tools, safety equipment and materials to use the lab during the Fall 2012 semester.</td>
<td>$0</td>
</tr>
<tr>
<td>12/15/2012</td>
<td>Complete</td>
<td>High</td>
<td>Obtain lab equipment, materials and supplies to implement 4-8 hours of lab time each week for students enrolled in CMT 112 and CAR 110/111</td>
<td>$0</td>
</tr>
<tr>
<td>12/15/2012</td>
<td>Complete</td>
<td>Medium</td>
<td>Update course outline to identify lab dates and topics. Utilize this outline to ensure that materials are in place for each day of lab exercises for course in Spring 2013..</td>
<td>$0</td>
</tr>
</tbody>
</table>

**Assessment Measures**

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<tbody>
<tr>
<td>10/16/2012</td>
<td>To present a modern lab to our students to encourage critical thinking in hands on exercises, aid in retention of students and promotion of CMT program.</td>
</tr>
</tbody>
</table>

**Status Reports**

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<tr>
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</thead>
<tbody>
<tr>
<td>9/25/2013</td>
<td>We have obtained the basic materials and equipment need to utilize our dedicated lab space. We now have a full concrete lab which will provide materials and methods training. It will also qualify our graduates for jobs in the materials testing fields. We have also ordered several thousand dollars in additional equipment (soils testing, concrete form testing, fall protection, scaffolding erection) from our current budget.</td>
</tr>
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**Actual Results**

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<tbody>
<tr>
<td>09/25/2013</td>
<td>We will use the equipment and materials obtained for our CMT lab to maximize our student success, develop a globally competent workforce.</td>
</tr>
</tbody>
</table>

**Gap Analysis**

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<td>10/16/2012</td>
<td>52720</td>
<td>Construction Management Technology</td>
<td>Begue, Jonathan</td>
</tr>
</tbody>
</table>
Implement an overview exam for selected first and second year CMT courses covering the expected learning outcomes for each course. The "pre-test" will help to gauge students knowledge, identify areas for improvement and help identify students who will require additional support early in the semester.
## Gap Analysis

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<td>10/16/2012</td>
<td>52720</td>
<td>Construction Management Technology</td>
<td>Begue, Jonathan</td>
</tr>
</tbody>
</table>
Unit Code: 53600  Planning Unit: Continuing Ed Registrar  Unit Manager: Ferguson, Sue

Unit Purpose
The purpose of the Registrar's Office is to create, maintain and safeguard student records from misuse and/or destruction; ensure data integrity for accurate and timely reporting; and monitor compliance with Federal and State laws, as well as College policies while providing excellent customer service by employing the highest standards in professional conduct and continuously seeking to improve efficiency and effectiveness.

Unit Goals

<table>
<thead>
<tr>
<th>Obj ID</th>
<th>Objective</th>
<th>Objective Purpose</th>
<th>Objective Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1962</td>
<td>Digitizing Continuing Education and Basic Skills Records</td>
<td>Assessment Objective</td>
<td>Incomplete</td>
</tr>
</tbody>
</table>

Objective Description
The Continuing Education Registrar will oversee the digitizing of archived permanent Continuing education and Basic Skills records over a period of 3 years while simultaneously digitizing current records that are being created. This process will eventually free up space that is currently being used for record storage for other uses, make the retrieval of records easier/quicker thereby improving customer service.

Tasks

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/31/2010</td>
<td>Incomplete</td>
<td>High</td>
<td>Assess the number of man hours needed to digitize the Con Ed records (archived and current) for the purpose of determining length of project as well as personnel, space and equipment needs.</td>
</tr>
<tr>
<td>01/31/2011</td>
<td>In Progress</td>
<td>High</td>
<td>Identify a vendor to preserve damaged/soiled confidential records that must be retained as required by law and digitized by CFCC.</td>
</tr>
<tr>
<td></td>
<td>In Progress</td>
<td>High</td>
<td>Recently contacted current vendor OnBase concerning a quote to scan and index historical Continuing Education records. Quote will include the number of man hours needed to digitize and index the Continuing Education records and determin the length of project as well as personnel, space and equipment needs.</td>
</tr>
<tr>
<td></td>
<td>In Progress</td>
<td>High</td>
<td>Recently contacted a vendor SoftDocs concerning a quote to scan and index historical Continuing Education records. Quote will include the number of man hours needed to digitize and index the Continuing Education records and determin the length of project as well as personnel, space and equipment needs.</td>
</tr>
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Assessment Measures

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**Objective Description**

The Continuing Education Registrar will schedule a training calendar for internal continuing education and basic skills staff each semester. The training process will educate the staff on the workflow which includes section creation, entering instructor payroll, registration of students, grading and reporting in Datatel Colleague.

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<tbody>
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<td>Student and Customer Outcomes</td>
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<td>Currently working on training manuals for section creation, entering instructor payroll, registration of students, grading and reporting in Datatel Colleague</td>
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<td>Once the training manuals have been completed then a training calendar for internal Continuing Education and Basic Skills staff then a training schedule will be provided each semester for them.</td>
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**Assessment Measures**

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**Objective Description**

The Registrar will setup the Basic Skills Adult High School and GED on-campus so that the instructors can enter their attendance in Web-Attendance.

**Institutional Goals**

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**Units Impacted**

No Units Impacted to Display
**Objective Description**

The Continuing Education Registrar will setup the Basic Skills Adult High School and GED on-campus so that the instructors can enter their attendance in Web-Attendance. Once this has been completed then additional areas will be added until all Basic Skills instructors will be able to enter their attendance with Web-Attendance.

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Objective Description
The Continuing Education Registrar will set up each semester and courses for continuing education so that instructors will be able to enter their attendance in Web-Attendance in Datatel.

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**Objective Description**

The Continuing Education Registrar will oversee the implementation of the on-line Instant Enrollment so that student will be able to pre-register for continuing education courses each semester provided the student has no restrictions.

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**Objective Description**
The Continuing Education Registrar is currently working on training manuals for creating sections (Contracts), entering payroll data, registration of students, grading of sections and reporting in Datatel Colleague. The Continuing Education Registrar is starting with the creation of sections (Contracts). The goal is to provide Continuing Education and Basic Skills staff with reference manuals for the purpose of eliminating data entry errors in Datatel Colleague.

### Institutional Goals
- 01-Teaching and Learning
- 03-Technology Tools, Training and Application

### Objective Types
- Opportunities/Weaknesses

### Strategic Initiatives
- Innovation
- Accreditation Compliance
- Customer Service

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**Objective Description**

The Continuing Education Registrar will be creating OnBase Document Imaging Manual for Continuing Education and Basic Skills Staff. The goal is to provide Continuing Education and Basic Skills staff with reference manuals for the purpose of retrieving documents that has been scanned.

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**Print Date:** Wednesday, March 12, 2014

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Objective Description
The Continuing Education Registrar will schedule a training calendar for internal continuing education and basic skills staff each semester. The training process will educate the staff on retrieving documents.
### Objective Description

The Continuing Education Registrar has created and implemented a system of tracking Continuing Education and Basic Skills documentation packets for each course from Secretaries to our Internal Auditors each semester.

<table>
<thead>
<tr>
<th>Institutional Goals</th>
<th>Objective Types</th>
<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>07-Student Support Services</td>
<td>Student and Customer Outcomes</td>
<td>Customer Service</td>
</tr>
</tbody>
</table>

#### Tasks

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
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<tbody>
<tr>
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#### Assessment Measures

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<th>Date</th>
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#### Intended Results

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#### Status Reports

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#### Actual Results

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#### Use of Results

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#### Gap Analysis

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<th>Date</th>
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#### SWOT

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<th>Date</th>
<th>SWOT Description:</th>
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#### Units Impacted

<table>
<thead>
<tr>
<th>Date</th>
<th>Unit Code</th>
<th>Planning Unit</th>
<th>Unit Manager</th>
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<tbody>
<tr>
<td></td>
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<tr>
<td>No Units Impacted to Display</td>
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</tr>
</tbody>
</table>
Unit Purpose
To provide direction and leadership for all non-credit courses offered at Cape Fear Community College.

Unit Goals
• Identify personnel and staff who will serve as members of a team to provide registration services at the CE front desk area.
• Pull together a team to address customer service skills and how to implement throughout continuing education.

<table>
<thead>
<tr>
<th>Obj ID</th>
<th>Objective</th>
<th>Objective Purpose</th>
<th>Objective Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2792</td>
<td>Streamline continuing education registration processes</td>
<td>Assessment Objective</td>
<td>Pending</td>
</tr>
</tbody>
</table>

Objective Description
Streamline continuing education on-line registration processes to simplify registration access for CE students.

<table>
<thead>
<tr>
<th>Institutional Goals</th>
<th>Objective Types</th>
<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>03-Technology Tools, Training and Application</td>
<td>Opportunities/Weaknesses</td>
<td>Customer Service</td>
</tr>
<tr>
<td>01-Teaching and Learning</td>
<td>Production</td>
<td>Innovation</td>
</tr>
<tr>
<td>12-Public Relations &amp; Marketing</td>
<td>Student and Customer Outcomes</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>03/01/2013</td>
<td>In Progress</td>
<td>High</td>
<td>Identify Continuing Education team, assign tasks.</td>
</tr>
<tr>
<td></td>
<td>03/01/2013</td>
<td>In Progress</td>
<td>High</td>
<td>Identify IT Team, set meeting date.</td>
</tr>
</tbody>
</table>

Assessment Measures

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>03/25/2013</td>
<td>CE will have an on-line registration process that will be “user friendly” for students to access course information and register for a class.</td>
</tr>
</tbody>
</table>

Intended Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Intended Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>03/25/2013</td>
<td>Streamline and simplify on-line access for ce courses for potential students to register and pay for ce classes.</td>
</tr>
</tbody>
</table>

Status Reports

<table>
<thead>
<tr>
<th>Date</th>
<th>Status Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/3/2013</td>
<td>Meeting with IT Department scheduled but then cancelled due to illness for IT member. Re-scheduling the meeting is pending based upon a re-assignment of IT Staff for this project.</td>
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</tbody>
</table>

Actual Results

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Use of Results

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### SWOT

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### Units Impacted

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<tbody>
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<td></td>
<td>No Units Impacted to Display</td>
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</tr>
</tbody>
</table>
**Unit Code:** 20400  
**Planning Unit:** Controller  
**Unit Manager:** Brooks, Madelene

**Unit Purpose**
Execute the budget and related financial activities and operations of the College.

**Unit Goals**

<table>
<thead>
<tr>
<th>Obj ID</th>
<th>Objective</th>
<th>Objective Purpose</th>
<th>Objective Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2663</td>
<td>Financial Audit</td>
<td>Assessment Objective</td>
<td>Complete</td>
</tr>
</tbody>
</table>

**Objective Description**
Receive a clean audit report from the State and Foundation Auditors.

**Institutional Goals**

<table>
<thead>
<tr>
<th>Objective Types</th>
<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fiscal Resources</td>
<td>SACS Compliance</td>
</tr>
<tr>
<td>Institutional Effectiveness</td>
<td>Accreditation Compliance</td>
</tr>
</tbody>
</table>

**Tasks**

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/31/2012</td>
<td>In Progress</td>
<td>High</td>
<td>Prepare accurate financial statements for the College for the fiscal year ending 06/30/12.</td>
</tr>
</tbody>
</table>

**Assessment Measures**

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/31/2012</td>
<td>There will be &quot;0&quot; audit exceptions and a clean audit opinion from the Office of State Auditors.</td>
</tr>
</tbody>
</table>

**Intended Results**

<table>
<thead>
<tr>
<th>Date</th>
<th>Intended Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/31/2011</td>
<td>Receive a clean audit report from the State Auditors. Receive a clean audit for the Foundation from the private CPA firm.</td>
</tr>
</tbody>
</table>

**Status Reports**

<table>
<thead>
<tr>
<th>Date</th>
<th>Status Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/1/2012</td>
<td>The financial statements were completed and submitted on time. The school will not be audited this year by the State Auditors but we will have an audit of the Foundation Financials by a CPA firm in the coming months.</td>
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</tbody>
</table>

**Actual Results**

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**Use of Results**

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**Gap Analysis**

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<tr>
<td>Date</td>
<td>Unit Code</td>
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<td>-----------</td>
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<tr>
<td>01/15/2014</td>
<td>30000</td>
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</table>
**Obj ID** 2664  
**Objective** Implementation of EAGLE  
**Objective Purpose** Assessment Objective  
**Objective Status** Complete

**Objective Description**
Complete the assessment of internal controls required by the State Controller and submit report by 06/30/12.

<table>
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<tr>
<th>Institutional Goals</th>
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<tbody>
<tr>
<td>11-Institutional Effectiveness</td>
<td>Opportunities/Weaknesses</td>
<td>Performance Measures Compliance</td>
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<table>
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<tr>
<th>Tasks</th>
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<tbody>
<tr>
<td>**</td>
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<tr>
<td><strong>Due Date</strong></td>
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<tr>
<td>06/30/2012</td>
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<tbody>
<tr>
<td>**</td>
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<tr>
<td><strong>Date</strong></td>
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<tr>
<td>10/01/2012</td>
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<tr>
<td><strong>Date</strong></td>
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<td>10/01/2012</td>
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<td><strong>Date</strong></td>
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<td>10/1/2012</td>
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<td>10/01/2012</td>
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<td><strong>Date</strong></td>
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</table>
**Objective Description**
Hire an outside vendor to provide an efficient method of tuition payment plan to all students.

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<thead>
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</thead>
<tbody>
<tr>
<td>10-Fiscal Resources</td>
<td>Opportunities/Weaknesses</td>
<td>Customer Service</td>
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**Tasks**

<table>
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<tr>
<th>Due Date</th>
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<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/01/2011</td>
<td>Complete</td>
<td>High</td>
<td>Inquire from other Community Colleges and interview vendors and select vendor. Set up and test the process and confirm that the process works.</td>
</tr>
</tbody>
</table>

**Assessment Measures**

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/01/2012</td>
<td>Random survey of students and parents about the payment plan.</td>
</tr>
</tbody>
</table>

**Intended Results**

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<thead>
<tr>
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<th>Intended Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/01/2012</td>
<td>More students using the payment plan to further their education and reduction in unpaid student account balances.</td>
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**Status Reports**

<table>
<thead>
<tr>
<th>Date</th>
<th>Status Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/4/2012</td>
<td>Partial implementation for fall semester and full implementation starting Summer. The implementation was successful.</td>
</tr>
</tbody>
</table>

**Actual Results**

<table>
<thead>
<tr>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>10/01/2012</td>
<td>During Summer we had 216 payment plans with Nelnet and 96% of the students paid in full. Based on Summer statistics, Nelnet has been much more successful than the in-house payment plan.</td>
</tr>
</tbody>
</table>

**Use of Results**

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**Units Impacted**

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<th>Unit Manager</th>
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<tbody>
<tr>
<td></td>
<td>No Units Impacted to Display</td>
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<td></td>
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</tbody>
</table>
Unit Code: Planning Unit: Unit Manager
52604 Cosmetology Bryant, Shigeta

Unit Purpose
Educate individuals in the areas of Cosmetology, Esthetics, and Manicuring according to accepted industry practices and standards. Upon successful completion of the program, the student will be prepared to sit for licensure for their respective area of study with the North Carolina State Board of Cosmetic Arts.

Unit Goals

- We would benefit from having additional help in the Cosmetology Lab. The additional person would help with inventory and assist on the clinic floor during peak client hours.

- The Cosmetology program purchased the Discovery Pro software package for Cosmetology Schools several years ago to automate several aspects of the program; however, it has never been implemented. It is anticipated that the timekeeping, inventory and front desk activities will be able to be automated to replace outdated manual data entry programs to document students time and services for state board requirements.

- Esthetics is in place as a night class. There is an interest to incorporate an Esthetics program during the day time as well.

- Move the Manicuring/Nail Certificate Program from Curriculum to Continuing Education.

Obj ID Objective Objective Purpose Objective Status
2593 Manicuring Class Assessment Objective Complete

Objective Description
Move the Manicuring/Nail Certificate Program from Curriculum to Continuing Education. Under curriculum the students are eligible for financial aid therefore making it a hardship to pay for. The Con Ed can offer the same class but at a more affordable rate that the students can afford. I think that this transition would ensure the success of the Manicuring program. The Manicuring department that is in the Cosmetology Department could be used to house the program.

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<td>Customer Service</td>
</tr>
<tr>
<td>01-Teaching and Learning</td>
<td>Student and Customer Outcomes</td>
<td>Completions</td>
</tr>
<tr>
<td>02-Facilities</td>
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<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Due Date</td>
<td>Status</td>
<td>Priority</td>
</tr>
<tr>
<td>09/07/2012</td>
<td>In Progress</td>
<td>Low</td>
</tr>
<tr>
<td>10/31/2012</td>
<td>In Progress</td>
<td>Low</td>
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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Date</td>
<td>Assessment Measure</td>
</tr>
<tr>
<td>09/18/2012</td>
<td>Number of students in manicuring program.</td>
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<table>
<thead>
<tr>
<th>Intended Results</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>Intended Results</td>
</tr>
<tr>
<td>09/18/2012</td>
<td>Increase number of students taking Manicuring course by reducing cost for students.</td>
</tr>
</tbody>
</table>

<table>
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<tbody>
<tr>
<td>Date</td>
<td>Actual Results</td>
</tr>
<tr>
<td>08/29/2013</td>
<td>The Manicuring program was moved to Continuing Education during the Spring 2013 semester.</td>
</tr>
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### Use of Results

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### Units Impacted

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</table>
**Objective Description**

Esthetics is in place as a night class. There is an interest to incorporate an Esthetics program during the day time as well. The Night program is a complete success however there has been much interest shown to incorporate a day class. This class would include individuals that have an interest in Esthetics but that are suited for day classes only.

### Institutional Goals

<table>
<thead>
<tr>
<th>Objective Types</th>
<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>01-Teaching and Learning</td>
<td>Customer Service</td>
</tr>
<tr>
<td>03-Technology Tools, Training and Application</td>
<td></td>
</tr>
<tr>
<td>12-Public Relations &amp; Marketing</td>
<td></td>
</tr>
</tbody>
</table>

### Tasks

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/19/2012</td>
<td>In Progress</td>
<td>Medium</td>
<td>Determine projected student count if day class is implemented.</td>
</tr>
<tr>
<td>10/31/2012</td>
<td>In Progress</td>
<td>Medium</td>
<td>Add to Fall 2013 projected schedule if sufficient interest in program.</td>
</tr>
</tbody>
</table>

### Assessment Measures

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/18/2012</td>
<td>Increase number of Esthetic students in the Fall 2013 semester compared to the Fall 2012 semester.</td>
</tr>
</tbody>
</table>

### Intended Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Intended Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/18/2012</td>
<td>Increase number of Esthetic students due to availability of day course.</td>
</tr>
</tbody>
</table>

### Actual Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Actual Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/29/2013</td>
<td>There were discussions held reference creating a daytime Esthetics course with the instructor. It was felt that there is more demand for the program at night at this time; therefore, no daytime course of offered for the 13/14 academic year. All available student slots for the 13/14 academic year Esthetics program were filled. The creation of a daytime program will still be explored sometime in the future.</td>
</tr>
</tbody>
</table>

### Use of Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Use of Results</th>
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</thead>
<tbody>
<tr>
<td>No Use of Results to Display</td>
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</table>

### Gap Analysis

<table>
<thead>
<tr>
<th>Date</th>
<th>Gap Analysis</th>
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<tbody>
<tr>
<td>No Gap Analysis to Display</td>
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### SWOT

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<thead>
<tr>
<th>Date</th>
<th>SWOT Description</th>
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<tbody>
<tr>
<td>No SWOT to Display</td>
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</table>

### Units Impacted

<table>
<thead>
<tr>
<th>Date</th>
<th>Unit Code</th>
<th>Planning Unit</th>
<th>Unit Manager</th>
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</thead>
<tbody>
<tr>
<td>No Units Impacted to Display</td>
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</table>
**Objective Description**

The Cosmetology program procures and uses a high volume of perishable products that are very expensive. The additional person would assist with inventory management and on the clinic floor during peak client hours. This person would be able to keep accurate counts on inventory that comes in and goes out of the department. Help the Lead Instructor with requisitions and getting them properly processed. The additional help would also be available to assist with the students as they need help.

### Institutional Goals

<table>
<thead>
<tr>
<th>Objective Types</th>
<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opportunities/Weaknesses</td>
<td>Customer Service</td>
</tr>
</tbody>
</table>

### Tasks

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
<th>Budget Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/30/2012</td>
<td>In Progress</td>
<td>Medium</td>
<td>Conduct cost benefit analysis to determine feasibility and need to implement this objective.</td>
<td>$0</td>
</tr>
<tr>
<td>01/04/2013</td>
<td>In Progress</td>
<td>Medium</td>
<td>Provide recommendation to Department Chair based upon analysis.</td>
<td>$0</td>
</tr>
</tbody>
</table>

### Assessment Measures

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/18/2012</td>
<td>Reduce cost of cosmetology supplies based upon current year over previous year (taking into account student growth).</td>
</tr>
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</table>

### Intended Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Intended Results</th>
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</thead>
<tbody>
<tr>
<td>09/18/2012</td>
<td>Improve efficiency and accountability of supplies procured and used by Cosmetology program.</td>
</tr>
</tbody>
</table>

### Status Reports

<table>
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<tr>
<th>Date</th>
<th>Status Report</th>
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<tr>
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<td>No Status Reports to Display</td>
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### Actual Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Actual Results</th>
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</thead>
<tbody>
<tr>
<td>08/29/2013</td>
<td>A part-time inventory clerk was hired effective 8/19/2013.</td>
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</tbody>
</table>

### Use of Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Use of Results</th>
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<td>No Use of Results to Display</td>
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### Gap Analysis

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### SWOT

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### Units Impacted

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<thead>
<tr>
<th>Date</th>
<th>Unit Code</th>
<th>Planning Unit</th>
<th>Unit Manager</th>
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<tbody>
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<td>No Units Impacted to Display</td>
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</tbody>
</table>
Unit Code: 60600  
Planning Unit: Counseling  
Unit Manager: Foster, Jackie

Unit Purpose
To offer Counseling Services to all students regarding academic programs and requirements; to intervene and make referrals in an effort to retain students; and to assist in removing barriers that prevent student success.

Unit Goals

<table>
<thead>
<tr>
<th>Obj ID</th>
<th>Objective</th>
<th>Objective Purpose</th>
<th>Objective Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2503</td>
<td>Academic Standards of Progress</td>
<td>Assessment Objective</td>
<td>Complete</td>
</tr>
</tbody>
</table>

Objective Description
To revise the services provided to students who have failed to meet the colleges Academic Standards of Progress by developing a new plan for success to address the needs of students who are on Academic Warning.

<table>
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<tr>
<th>Institutional Goals</th>
<th>Objective Types</th>
<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>07-Student Support Services</td>
<td>Student and Customer Outcomes</td>
<td>Retention</td>
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<td>Opportunities/Weaknesses</td>
<td>Customer Service</td>
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<thead>
<tr>
<th>Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
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</thead>
<tbody>
<tr>
<td>06/10/2013</td>
<td>Incomplete</td>
<td>High</td>
<td>To consult with various community college's across the state to discuss best practices when serving students who are experiencing academic difficulties.</td>
</tr>
<tr>
<td>06/10/2013</td>
<td>Incomplete</td>
<td>High</td>
<td>To develop a &quot;plan for success&quot; for students who are not meeting the college's Academic Standards of Progress. A &quot;plan for success&quot; will be developed for students on Academic Warning.</td>
</tr>
<tr>
<td>06/10/2013</td>
<td>Incomplete</td>
<td>High</td>
<td>To develop and present information workshops that cover areas of concern for students experiencing academic difficulty. The topics to be covered include but are not limited to: Stress Management; Time Management; Study Skills; Test Taking Skills and Basic College Success Tips. These workshops will be presented each semester and on both campuses.</td>
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Assessment Measures

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<tr>
<th>Date</th>
<th>Assessment Measure</th>
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<tbody>
<tr>
<td>05/15/2013</td>
<td>The Counseling Unit will contact/meet with 10 percent of the students on Academic Warning after fall 2012. Counselors will help students develop a &quot;plan for success&quot;. Students will meet with a counselor individually or in groups/workshops.</td>
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Intended Results

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<th>Date</th>
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<tbody>
<tr>
<td>05/15/2013</td>
<td>To develop a program to assist students that are not meeting the Colleges' Standards of Progress. If we are able to provide ongoing support and develop individual student plans that can be ongoing, we hope to improve the colleges retention rate and help students to complete their educational/vocational goals.</td>
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Status Reports

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Actual Results

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<tr>
<th>Date</th>
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<tbody>
<tr>
<td>06/28/2013</td>
<td>The Counseling Unit researched the Academic Standards of Progress procedures for ten different community colleges across the state (large and small). We compiled a list of best practices that these schools used to address students who are having academic difficulty (academic warning/probation/suspension). This information will be used to revise what we currently do or develop a brand new retention plan that will help our students to succeed.</td>
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Use of Results

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<tr>
<th>Date</th>
<th>Use of Results</th>
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<tbody>
<tr>
<td>06/28/2013</td>
<td>The Counseling Unit will write a proposal to present to CFCC administration recommending a new procedure to address the needs of students who are experiencing academic difficulty. The new procedure will include the student responsibilities and the support that will be provided by the college. The new procedure will be finalized, presented and pending approval, ready for implement by fall 2014.</td>
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Gap Analysis

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<th>Date: Gap Analysis:</th>
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SWOT

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<th>Date: SWOT Description:</th>
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Units Impacted

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<th>Unit Manager</th>
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No Units Impacted to Display
**Objective Description**
Using the communication management system, students applying to Health Science programs will be notified regarding their status in the Selective Admissions process by email (web advisor).

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<th>Institutional Goals</th>
<th>Objective Types</th>
<th>Strategic Initiatives</th>
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</thead>
<tbody>
<tr>
<td>07-Student Support Services</td>
<td>Student and Customer Outcomes</td>
<td>Customer Service</td>
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</table>

**Tasks**

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/15/2013</td>
<td>Complete</td>
<td>High</td>
<td>The Health Science specialist will send all correspondence (letters) to students by way of email. We will start with two of our Health Science programs and if the process is successful we will increase the number of programs that use this mode of communication over the next couple of years.</td>
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**Assessment Measures**

<table>
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<tr>
<th>Date</th>
<th>Assessment Measure</th>
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</thead>
<tbody>
<tr>
<td>06/15/2013</td>
<td>All correspondence for applicants for the Dental Assisting and/or the Dental Hygiene programs will be sent using communication management. We will also send the correspondence by mail. We will survey the students to determine how many received notification by email first; rather than the written letter. At least Seventy-five percent of the students will report based on the survey; that they received their correspondence by email.</td>
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**Intended Results**

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<th>Date</th>
<th>Intended Results</th>
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<tbody>
<tr>
<td>06/14/2012</td>
<td>To decrease the time it takes to notify students who have applied to selective admissions programs of their acceptance status. Students will be notified by email (webadvisor) instead of by mailing letters. This will also save time and money spent on postage and paper.</td>
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**Status Reports**

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**Actual Results**

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<th>Date</th>
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</thead>
<tbody>
<tr>
<td>06/28/2013</td>
<td>Thirty-two percent of the students accepted in either Dental Hygiene or the Dental Assisting program received their initial notification of acceptance to the program via email.</td>
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</table>

**Use of Results**

<table>
<thead>
<tr>
<th>Date</th>
<th>Use of Results</th>
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</thead>
<tbody>
<tr>
<td>06/28/2013</td>
<td>The Counseling Unit will continue to explore this method of notification for all of the Health Science programs. We feel that sending correspondence in this method was beneficial because students learned of their acceptance status earlier, it saved money on postage and it promotes/encourages students to use cfcc email as the main method of communication with the college.</td>
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**Gap Analysis**

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**SWOT**

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</tr>
<tr>
<td>Date</td>
<td>Unit Code</td>
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</tr>
<tr>
<td>06/13/2013</td>
<td>60500</td>
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</tbody>
</table>
Unit Purpose

Purpose statement needs to be added here...

Unit Goals

- Identify and evaluate professional development trainings for full time faculty in areas of Loss Prevention, Evidence Collection and Preservation, and Criminal and Security Intelligence Gathering/Sharing.
- Local community public safety partners feel there is a need to address the lack of leadership education in the Criminal Justice profession. In an effort to provide options in the area of leadership development of public safety personnel a survey of regional and surrounding NC and SC colleges and universities will be undertaken during the next year. The survey will explore offerings in other Criminal Justice Degree programs on/for classes or programs dealing or addressing Criminal Justice or Public Safety Leadership programs/classes. Leadership education will assist our students in their ability to progress through supervisor and management positions throughout their careers.
- Survey local and regional law enforcement and industrial security agencies to ascertain the need or desire for a specific track of study under Criminal Justice Technology focusing on Professional and Industrial Security. The addition of private education will provide students with more options and make them attractive candidates for private and public sector employers as they move into the workforce.

Objective Description

Local community public safety partners feel there is a need to address the lack of leadership education in the profession. In an effort to provide options in the area of leadership development of public safety personnel a survey of regional and surrounding NC and SC colleges and universities will be undertaken during the next year. The survey will explore offerings in other Criminal Justice Degree programs on/for classes or programs dealing or addressing Criminal Justice or Public Safety Leadership programs/classes. Leadership education will assist our students in their ability to progress through supervisor and management positions throughout their careers.

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<tr>
<th>Obj ID</th>
<th>Objective</th>
<th>Objective Purpose</th>
<th>Objective Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2632</td>
<td>Criminal Justice Leadership Program</td>
<td>Assessment Objective</td>
<td>Complete</td>
</tr>
</tbody>
</table>

Institutional Goals

<table>
<thead>
<tr>
<th>06-Community Partnerships</th>
</tr>
</thead>
<tbody>
<tr>
<td>01-Teaching and Learning</td>
</tr>
<tr>
<td>12-Public Relations &amp; Marketing</td>
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</table>

Objective Types

<table>
<thead>
<tr>
<th>Opportunities/Weaknesses</th>
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<tbody>
<tr>
<td>Student and Customer Outcomes</td>
</tr>
</tbody>
</table>

Strategic Initiatives

<table>
<thead>
<tr>
<th>Customer Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Innovation</td>
</tr>
</tbody>
</table>

Tasks

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/30/2013</td>
<td>Complete</td>
<td>Low</td>
<td>Survey/contact NC Community Colleges in our region to ascertain if any academic leadership programs are being offered.</td>
</tr>
<tr>
<td>06/30/2013</td>
<td>Incomplete</td>
<td>Low</td>
<td>Survey/contact SC Technical Colleges that border NC to ascertain if they offer academic programs in leadership.</td>
</tr>
<tr>
<td>06/30/2013</td>
<td>Incomplete</td>
<td>Low</td>
<td>Survey/contact Universities in NC and SC to ascertain if any academic leadership offerings are available.</td>
</tr>
</tbody>
</table>

Assessment Measures

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/30/2012</td>
<td>Data collected from NC Community Colleges, SC Technical Colleges (bordering NC), and NC and SC Universities within our region will be compiled where data obtained from stated sources will be reviewed to ascertain if any academic programs currently in place will be advantageous to implement to fulfill objective and satisfy end users.</td>
</tr>
</tbody>
</table>
### Intended Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Intended Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/10/2013</td>
<td>Intended results were to gain support from the CFCC Criminal Justice/BLET advisory board on research conducted along with a developed curriculum for approval. The entire CFCC Criminal Justice/BLET advisory board fully supported and encouraged full development of a leadership certificate program initially for current, past, and future students that could be utilized by their respective agencies/organizations. This support was unanimous both from the public agencies and private agencies making up the aforementioned advisory board.</td>
</tr>
</tbody>
</table>

### Status Reports

<table>
<thead>
<tr>
<th>Date</th>
<th>Status Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/10/2013</td>
<td>Complete success in gaining support from the CFCC Criminal Justice/BLET advisory board and development of program curriculum has been completed awaiting approval by college and NCCCS.</td>
</tr>
</tbody>
</table>

### Actual Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Actual Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/10/2013</td>
<td>Complete support by CFCC Criminal Justice/BLET advisory board. Development of curriculum, partnering with other CFCC departments (Business and English).</td>
</tr>
</tbody>
</table>

### Use of Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/10/2013</td>
<td>The information collected and support from the criminal justice community will be used to fine tune and develop this program and present it to the CFCC Curriculum Committee in Fall 2014 for inclusion in the 2015/16 academic calendar.</td>
</tr>
</tbody>
</table>

### Gap Analysis

<table>
<thead>
<tr>
<th>Date</th>
<th>Gap Analysis</th>
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<tbody>
<tr>
<td></td>
<td>No Gap Analysis to Display</td>
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</tbody>
</table>

### SWOT

<table>
<thead>
<tr>
<th>Date</th>
<th>SWOT Description</th>
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<tbody>
<tr>
<td></td>
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</table>

### Units Impacted

<table>
<thead>
<tr>
<th>Date</th>
<th>Unit Code</th>
<th>Planning Unit</th>
<th>Unit Manager</th>
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</table>

No Units Impacted to Display
Identify and evaluate professional development trainings for full time faculty in areas of Loss Prevention, Evidence Collection and preservation, and Criminal and Security Intelligence Gathering/Sharing.

<table>
<thead>
<tr>
<th>Institutional Goals</th>
<th>Objective Types</th>
<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>03-Technology Tools, Training and Application</td>
<td>Opportunities/Weaknesses, SACS Compliance</td>
<td>Customer Service, Accreditation Compliance</td>
</tr>
<tr>
<td>01-Teaching and Learning</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>06/30/2013</td>
<td>Complete</td>
<td>Low</td>
<td>Research and identify professional organizations and/or agencies who offer advanced training and professional membership in specialized fields.</td>
</tr>
<tr>
<td></td>
<td>06/30/2013</td>
<td>Complete</td>
<td>Low</td>
<td>Submit requests for full time faculty to participate in advanced professional training and development in the above noted areas of study.</td>
</tr>
<tr>
<td></td>
<td>06/30/2013</td>
<td>Complete</td>
<td>Low</td>
<td>Encourage full time faculty members to join specific professional organizations to increase professional networking and exchange of current trends and practices.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Assessment Measures</th>
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<tbody>
<tr>
<td>Date</td>
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<tr>
<td>06/30/2013</td>
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<thead>
<tr>
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<th>Intended Results</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>09/10/2013</td>
<td>Intended results were completed in whoe or in part due to limitations in budget issues and restrictions.</td>
</tr>
</tbody>
</table>

<table>
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<tr>
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<th>Date</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>9/10/2013</td>
<td>All three tasks were completed in total or in part during this current planning year. These tasks will be reviewed and possibly extended into future years for further expansion for continued professional development, training, and current applications that can better aid in student education.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Actual Results</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>09/10/2013</td>
<td>Actual results realized were membership in two professional organizations which extended and widened professional networking in security and loss prevention fields. Instructors were able to have new network partners give guest presentations to students on current trends and practices within the criminal justice field and community. This has lead to the development of a proposed day of professional opportunities workshop and symposium.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Use of Results</th>
<th>Date</th>
<th>Use of Results</th>
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<tbody>
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<table>
<thead>
<tr>
<th>Gap Analysis</th>
<th>Date: Gap Analysis:</th>
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<tbody>
<tr>
<td></td>
<td>No Gap Analysis to Display</td>
</tr>
<tr>
<td>Date</td>
<td>SWOT Description:</td>
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<td>No SWOT to Display</td>
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<table>
<thead>
<tr>
<th>Units Impacted</th>
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<tbody>
<tr>
<td>Date</td>
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No Units Impacted to Display
### Objective Description

Survey local and regional law enforcement and industrial security agencies to ascertain the need or desire for a specific track of study under Criminal Justice Technology focusing on Professional and Industrial Security. The addition of private security education will provide students with more options and make them attractive candidates for private and public sector employers as they move into the workforce.

### Assessment Measures

<table>
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<tr>
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<tbody>
<tr>
<td>No Assessment Measures to Display</td>
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</tbody>
</table>

### Intended Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Intended Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/10/2013</td>
<td>Intended results were to have a completed survey done, potential curriculum developed, and submission to curriculum committee for review completed.</td>
</tr>
</tbody>
</table>

### Status Reports

<table>
<thead>
<tr>
<th>Date</th>
<th>Status Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/10/2013</td>
<td>Due to the overwhelming response to the leadership certificate program by the CFCC advisory board, this objective was suspended until the new year so concentration on the leadership program development could be realized in a timely manner.</td>
</tr>
</tbody>
</table>

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**Tasks**

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/30/2013</td>
<td>Incomplete</td>
<td>Low</td>
<td>Survey local law enforcement agencies on their formal security practices, policies, and training effectiveness.</td>
</tr>
<tr>
<td>06/30/2013</td>
<td>Incomplete</td>
<td>Low</td>
<td>Survey private security organizations/firms ascertaining their needs for academic education for their employees.</td>
</tr>
<tr>
<td>06/30/2013</td>
<td>Incomplete</td>
<td>Low</td>
<td>Review needs assessment data for viability to move forward toward a degree track within Criminal Justice Technology concentrating in Industrial Security.</td>
</tr>
</tbody>
</table>

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**Institutional Goals**

<table>
<thead>
<tr>
<th>Objective Types</th>
<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opportunities/Weaknesses</td>
<td>Customer Service</td>
</tr>
<tr>
<td></td>
<td>Innovation</td>
</tr>
</tbody>
</table>

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**Objective Description**

Survey local and regional law enforcement and industrial security agencies to ascertain the need or desire for a specific track of study under Criminal Justice Technology focusing on Professional and Industrial Security. The addition of private security education will provide students with more options and make them attractive candidates for private and public sector employers as they move into the workforce.
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<tr>
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<th>Unit Code</th>
<th>Planning Unit</th>
<th>Unit Manager</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Units Impacted to Display</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Unit Purpose

"The Culinary Technology curriculum provides specific training to prepare students to assume positions as trained culinary professionals in a variety of food service settings including full service restaurants, hotels, resorts, clubs, catering operations, contract food service and health care facilities."

Unit Goals

<table>
<thead>
<tr>
<th>Obj ID</th>
<th>Objective</th>
<th>Objective Purpose</th>
<th>Objective Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2629</td>
<td>Cooperative Work</td>
<td>Assessment Objective</td>
<td>Complete</td>
</tr>
</tbody>
</table>

Objective Description

Students in the culinary program will be required to participate in a cooperative work experience at a facility that meets program requirements. Students will have gained knowledge and skills from culinary program to successfully meet the co-op host's expectations.

Institutional Goals

<table>
<thead>
<tr>
<th>Objective Types</th>
<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student and Customer Outcomes</td>
<td>Customer Service</td>
</tr>
</tbody>
</table>

Tasks

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/03/2011</td>
<td>Complete</td>
<td>Medium</td>
<td>Host co-op sites will enhance student's work experience and knowledge with real world work. Students will be academically prepared to meet expectations of employers. Host employers will evaluate work using 1-5 scale for knowledge of job (academic preparation).</td>
</tr>
</tbody>
</table>

Assessment Measures

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/03/2011</td>
<td>Students will score 4.5 or higher on knowledge of job as scored by co-op host. Scoring scale of 1-5 with 5 being highest or equivalent to an &quot;A&quot;.</td>
</tr>
</tbody>
</table>

Intended Results

No Intended Results to Display

Status Reports

No Status Reports to Display

Actual Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Actual Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/03/2012</td>
<td>none</td>
</tr>
<tr>
<td>08/29/2013</td>
<td>Total scores averaged came to 4.3 rather than 4.5 or higher. This is acceptable and when looking at actual comments by employers, students are well prepared for work. Surprisingly, (and depending on how host perceives scoring) some students that you would not think would score a 5, did..while others that showed more knowledge in class were scored lower by hosts.</td>
</tr>
</tbody>
</table>

Use of Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/14/2012</td>
<td>none</td>
</tr>
</tbody>
</table>
## Gap Analysis

**Date:** Gap Analysis:

No Gap Analysis to Display

## SWOT

**Date**  | **SWOT Description:**
---|---

No SWOT to Display

## Units Impacted

<table>
<thead>
<tr>
<th>Date</th>
<th>Unit Code</th>
<th>Planning Unit</th>
<th>Unit Manager</th>
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</thead>
</table>

No Units Impacted to Display
### Objective Description
The culinary program will seek certification through American Culinary Federation guidelines.

<table>
<thead>
<tr>
<th>Institutional Goals</th>
<th>Objective Types</th>
<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>02-Facilities</td>
<td>Opportunities/Weaknesses</td>
<td>Performance Measures</td>
</tr>
<tr>
<td>12-Public Relations &amp; Marketing</td>
<td></td>
<td>Compliance</td>
</tr>
<tr>
<td></td>
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<td>Customer Service</td>
</tr>
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</table>

#### Tasks

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/02/2012</td>
<td>Incomplete</td>
<td>Medium</td>
<td>Begin the process, and paperwork, for submission to ACF for application for program certification for Cape Fear Community College's Culinary Arts Program.</td>
</tr>
</tbody>
</table>

#### Assessment Measures

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/05/2012</td>
<td>The initial inquiry packet lists criteria for program accreditation as listed below: 1) Program Eligibility Criteria 2. Fee Schedule 3. Postsecondary Accreditation Agreement 4 Benefits of Becoming an AFEFAC-Accredited Postsecondary Program 5. Steps for Postsecondary Accreditation</td>
</tr>
</tbody>
</table>

#### Intended Results

<table>
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#### Status Reports

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#### Actual Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Actual Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/23/2013</td>
<td>The initial packet and fee was approved. The second step is just being started.</td>
</tr>
</tbody>
</table>

#### Use of Results

<table>
<thead>
<tr>
<th>Date</th>
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#### Gap Analysis

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#### SWOT

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No Units Impacted to Display
### Objective Description
Students will receive certification after completion of Culinary Skills II. Students will learn techniques and skills required for certification for this exam after completion of Culinary Skills I and Culinary Skills II.

<table>
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<th>Institutional Goals</th>
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</thead>
<tbody>
<tr>
<td>01-Teaching and Learning</td>
<td>Opportunities/Weaknesses</td>
<td>Customer Service</td>
</tr>
<tr>
<td></td>
<td>Student and Customer Outcomes</td>
<td>Completions</td>
</tr>
</tbody>
</table>

**Tasks**

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**Assessment Measures**

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>10/03/2011</td>
<td>Certification exams will be graded by the National Restaurant Association. Students must score a minimum of 76% to pass. One hundred percent of enrolled students will take the exam. One hundred percent will pass.</td>
</tr>
</tbody>
</table>

**Intended Results**

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**Status Reports**

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**Actual Results**

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</tr>
</thead>
<tbody>
<tr>
<td>08/23/2013</td>
<td>Total number of students taking exam was 26. Total number passed was 20. Average pass rate was 77%.</td>
</tr>
</tbody>
</table>

**Use of Results**

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>08/30/2013</td>
<td>Dissapointing that pass rate was less than desired. Looking at specific students that failed gives insight as to motivation, and / or learning/testing weaknesses. However, just have to keep hoping that students are in the program for the right reasons.</td>
</tr>
</tbody>
</table>

**Gap Analysis**

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**SWOT**

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**Units Impacted**

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Print Date: Wednesday, March 12, 2014
Unit Code: 40200  Planning Unit: Custodial  Unit Manager: Stevenson, John

Unit Purpose
Provide clean classrooms, offices, hallways, bathrooms, and other interior spaces which enhance the educational environment for faculty, staff, and students.

Unit Goals

<table>
<thead>
<tr>
<th>Obj ID</th>
<th>Objective</th>
<th>Objective Purpose</th>
<th>Objective Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2844</td>
<td>Union Station custodial staffing</td>
<td>Assessment Objective</td>
<td>Complete</td>
</tr>
</tbody>
</table>

Objective Description
Provide clean and maintained Union Station facilities to support a learning environment and promote a positive image for the College.

<table>
<thead>
<tr>
<th>Institutional Goals</th>
<th>Objective Types</th>
<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>02-Facilities</td>
<td>Opportunities/Weaknesses</td>
<td>Facilities</td>
</tr>
<tr>
<td>01-Teaching and Learning</td>
<td>SACS Compliance</td>
<td></td>
</tr>
<tr>
<td>12-Public Relations &amp; Marketing</td>
<td>Student and Customer Outcomes</td>
<td></td>
</tr>
</tbody>
</table>

Tasks

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/26/2013</td>
<td>Complete</td>
<td>High</td>
<td>Recruit, interview and employ 8 custodial staff and 2 lead custodial staff for USB</td>
</tr>
</tbody>
</table>

Assessment Measures

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/11/2013</td>
<td>10 new custodial staff members will be on staff by the opening of Union Station Building</td>
</tr>
<tr>
<td>06/11/2013</td>
<td>All new custodial staff will complete training by the opening of Union Station date</td>
</tr>
<tr>
<td>06/11/2013</td>
<td>Union Station Building's cleaning schedule will be implemented</td>
</tr>
<tr>
<td>06/11/2013</td>
<td>All cleaning supplies and waste receptacles will be installed before the building opens</td>
</tr>
</tbody>
</table>

Intended Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Intended Results</th>
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<tbody>
<tr>
<td></td>
<td>No Intended Results to Display</td>
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Status Reports

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Actual Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Actual Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/11/2013</td>
<td>10 new custodial staff have been employed and trained.</td>
</tr>
</tbody>
</table>

Use of Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/11/2013</td>
<td>The Union Station Building will have sufficient staffing to clean and maintain facilities to provide a clean learning environment and promote a positive image for the college. As a result of</td>
</tr>
<tr>
<td>Date</td>
<td>SWOT Description:</td>
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<tr>
<td></td>
<td>No SWOT to Display</td>
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<table>
<thead>
<tr>
<th>Date</th>
<th>Unit Code</th>
<th>Planning Unit</th>
<th>Unit Manager</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>No Units Impacted to Display</td>
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</table>

Gap Analysis

<table>
<thead>
<tr>
<th>Date:</th>
<th>Gap Analysis:</th>
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<tbody>
<tr>
<td></td>
<td>No Gap Analysis to Display</td>
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</table>

Units Impacted
Unit Purpose

"The purpose of the dental assisting program is to train technically competent dental assistants, foster skills required to act as productive members of the dental health team, encourage lifelong and self-directed learning and promote professional activity to serve the community."

Unit Goals

<table>
<thead>
<tr>
<th>Obj ID</th>
<th>Objective Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2675</td>
<td>Dental Assisting Graduate Success</td>
</tr>
</tbody>
</table>

**Objective Description**

Dental Assisting graduates will be knowledgeable and competent in the key areas in the practice of dental assisting.

**Institutional Goals**

<table>
<thead>
<tr>
<th>Institutional Goals</th>
<th>Objective Types</th>
<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>01-Teaching and Learning</td>
<td>Student and Customer Outcomes</td>
<td>Accreditation Compliance</td>
</tr>
</tbody>
</table>

**Tasks**

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>03/15/2013</td>
<td>Incomplete</td>
<td>High</td>
<td>The Dental Assisting National Board examination will be used to collect data on the 2012 graduates’ knowledge in dental assisting.</td>
</tr>
<tr>
<td>08/30/2013</td>
<td>Incomplete</td>
<td>High</td>
<td>Graduate students’ survey administered in August 2013 to the 2012 graduates to collect information of the adequacy of their knowledge in dental assisting practice.</td>
</tr>
<tr>
<td>08/30/2013</td>
<td>Incomplete</td>
<td>High</td>
<td>Employers of the 2012 graduates will be surveyed to collect their opinions of students’ knowledge and performance.</td>
</tr>
<tr>
<td>08/30/2013</td>
<td>Incomplete</td>
<td>High</td>
<td>Program completion surveys conducted to collect information on the dental assisting knowledge of graduating students in the Class of 2013.</td>
</tr>
<tr>
<td>05/31/2013</td>
<td>Incomplete</td>
<td>High</td>
<td>Dental Assisting Advisory Committee members will annually be asked for input regarding their opinions of student knowledge and performance in the field of dental assisting.</td>
</tr>
</tbody>
</table>

**Assessment Measures**

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/01/2012</td>
<td>Graduates of the Dental Assisting program of August 2013 will have a pass rate on the national board exam of 90% on each of the three sections of the exam to become a Certified Dental Assistant.</td>
</tr>
<tr>
<td>10/01/2012</td>
<td>Input will be documented in the advisory committee minutes and reported in SPOL in the use of results.</td>
</tr>
<tr>
<td>10/01/2012</td>
<td>90% of the 2012 graduates who respond to the graduate survey and 90% of the 2012 program completion survey will indicate that they were &quot;very satisfied&quot; or &quot;satisfied&quot; with the overall quality of the dental assisting program.</td>
</tr>
<tr>
<td>10/01/2012</td>
<td>90% of the employers of the 2012 graduates will indicate that they were &quot;very satisfied&quot; or &quot;satisfied&quot; with the overall quality of the graduates' performance on the job.</td>
</tr>
</tbody>
</table>

**Intended Results**

<table>
<thead>
<tr>
<th>Date</th>
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**Status Reports**

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<tr>
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<thead>
<tr>
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<table>
<thead>
<tr>
<th>Gap Analysis</th>
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<tr>
<th>SWOT</th>
<th>Date</th>
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<table>
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<tr>
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<th>Planning Unit</th>
<th>Unit Manager</th>
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</table>

No Units Impacted to Display
### Objective Description
The use of Camtasia will be implemented in the dental assisting program to improve instruction.

### Institutional Goals

<table>
<thead>
<tr>
<th>Objective Types</th>
<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student and Customer Outcomes</td>
<td>No Planning Priorities to Display</td>
</tr>
</tbody>
</table>

### Objective Description

<table>
<thead>
<tr>
<th>Objective</th>
<th>Objective Purpose</th>
<th>Objective Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of Camtasia</td>
<td>Assessment Objective</td>
<td>Incomplete</td>
</tr>
</tbody>
</table>

### Tasks

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/12/2012</td>
<td>Complete</td>
<td>High</td>
<td>Lesa McCabe will meet with Bethanne Weizner and learned how to use Camtasia to produce a powerpoint for using Dentrix for DEN 105 in the Spring. If a second meeting is required, this will be done by November 15, 2013.</td>
</tr>
<tr>
<td>04/01/2013</td>
<td>Complete</td>
<td>High</td>
<td>The exercise will be placed on computers for students to do a tutorial for dental exercise in the use of Dentrix.</td>
</tr>
<tr>
<td>12/14/2012</td>
<td>Complete</td>
<td>High</td>
<td>The plan for where and how to use this software for student use will be in place.</td>
</tr>
</tbody>
</table>

### Assessment Measures

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/02/2012</td>
<td>100% of the students will complete the exercise.</td>
</tr>
<tr>
<td>10/02/2012</td>
<td>90% of the students will indicate the use of the Camtasia software to produce the exercise was beneficial to their learning and will recommend it for future exercises.</td>
</tr>
<tr>
<td>10/02/2012</td>
<td>90% of the graduates will indicate on their program completion survey that the exercise was beneficial in their use of technology in the dental offices.</td>
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### Intended Results

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### Status Reports

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### Actual Results

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<thead>
<tr>
<th>Date</th>
<th>Actual Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>05/29/2013</td>
<td>100% of the students completed the exercise.</td>
</tr>
<tr>
<td>05/31/2013</td>
<td>91% of the students said that it was helpful for their learning of the software system, Dentrix and recommend it be used in the future.</td>
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### Use of Results

<table>
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<tr>
<th>Date</th>
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### Gap Analysis

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<tr>
<th>Date</th>
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<td>No Gap Analysis to Display</td>
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### SWOT

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<tr>
<td>Units Impacted</td>
<td>Unit Code</td>
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<td>No Units Impacted to Display</td>
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</tbody>
</table>
**Objective Description**
Faculty will develop procedure videos for competencies in the program.

### Institutional Goals | Objective Types | Strategic Initiatives
---|---|---
01-Teaching and Learning | Student and Customer Outcomes | No Planning Priorities to Display

### Tasks

<table>
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<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/01/2012</td>
<td>Complete</td>
<td>High</td>
<td>Contact Tim Vandenberg to ask what we need to do to produce our own procedure videos.</td>
</tr>
<tr>
<td>10/15/2012</td>
<td>Complete</td>
<td>High</td>
<td>Give Tim a list of procedures we would like to tape, the amount of time required and dates we would be available to perform.</td>
</tr>
<tr>
<td>01/21/2013</td>
<td>Complete</td>
<td>High</td>
<td>A procedure video for pouring of study models will be ready to view on the CFCC youtube site for Dental Assisting and evaluate in the Spring.</td>
</tr>
</tbody>
</table>

### Assessment Measures

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/02/2012</td>
<td>85% of the students in DEN 106 say that the procedure video was helpful in learning the study model technique.</td>
</tr>
<tr>
<td>10/02/2012</td>
<td>90% of the graduates would recommend more procedures should be recorded.</td>
</tr>
<tr>
<td>10/02/2012</td>
<td>Each student will suggest two procedures in the program that they consider most helpful to learn by use of the recordings.</td>
</tr>
</tbody>
</table>

### Intended Results

<table>
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<tr>
<th>Date</th>
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<tbody>
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### Status Reports

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### Actual Results

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<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>05/29/2013</td>
<td>91% said the video was helpfull in their dental assisting education.</td>
</tr>
<tr>
<td>05/31/2013</td>
<td>Of the eleven students surveyed, two students misunderstand the question. Of the remaining, all recommended videos be done in the future.</td>
</tr>
<tr>
<td>05/31/2013</td>
<td>9 of the 11 students recommended two videos be done in the future and 2 recommended one. The most common suggestions were Amalgam/Composite Procedures, Fabricating Temporaries and Crown and Bridge Procedure.</td>
</tr>
</tbody>
</table>

### Use of Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>05/31/2013</td>
<td>The suggested videos will be considered for the next year.</td>
</tr>
<tr>
<td>05/31/2013</td>
<td>Also, the three existing videos will be used in class and evaluated by the Class of 2014.</td>
</tr>
</tbody>
</table>

### Gap Analysis

<table>
<thead>
<tr>
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<tbody>
<tr>
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<tr>
<td>No Units Impacted to Display</td>
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</tbody>
</table>
Unit Purpose

"The purpose of the dental hygiene program is to graduate dental hygienists who possess the knowledge and skills to assume a role as the preventive dental specialist within the dental team, encourage life-long learning to enhance professional knowledge and skills and foster a commitment to professional activity to improve the oral health of the public."

Unit Goals

<table>
<thead>
<tr>
<th>Obj ID</th>
<th>Objective</th>
<th>Objective Purpose</th>
<th>Objective Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2781</td>
<td>Regional Dental Hygiene Exam</td>
<td>Assessment Objective</td>
<td>Complete</td>
</tr>
</tbody>
</table>

Objective Description

100% of the 2014 Dental Hygiene graduates will pass a state or regional examination on their first attempt.

<table>
<thead>
<tr>
<th>Institutional Goals</th>
<th>Objective Types</th>
<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>01-Teaching and Learning</td>
<td>Student and Customer Outcomes</td>
<td>Performance Measures Compliance</td>
</tr>
</tbody>
</table>

Tasks

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>04/30/2014</td>
<td>Incomplete</td>
<td>High</td>
<td>A mock clinical exam will be given during the spring semester 2014 to help prepare the students for the CITA regional exam and help the students identify areas of improvement needed to be successful on the June 2013 CITA exam.</td>
</tr>
</tbody>
</table>

Assessment Measures

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>03/17/2013</td>
<td>100% of the 2013 graduating class will participate in the mock clinical exam and identify areas of improvement needed to be successful on the June 2013 CITA exam.</td>
</tr>
</tbody>
</table>

Intended Results

<table>
<thead>
<tr>
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<tbody>
<tr>
<td></td>
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Status Reports

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>9/26/2013</td>
<td>100% of the students participated in the mock clinical board. 100% of the student passed the mock clinical board.</td>
</tr>
</tbody>
</table>

Actual Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Actual Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/26/2013</td>
<td>75% (6/8) students passed the CITA regional clinical board on their first attempt.</td>
</tr>
</tbody>
</table>
Use of Results

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>09/26/2013</td>
<td>At the annual curriculum meeting, faculty discussed the board exam results. The students did not pass the exam due to poor patient selection, each selected too difficult of patients. This component of the exam is one that faculty cannot guide the student on. Patient and treatment selection is one of the graded areas of the exam. However, since both students missed one area of calculus too many, the faculty have added an additional calibration that will be done during clinic and multiple instructors will randomly grade a student's end-product on select difficult patient. Difficult patients are defined as patients that exhibit at least moderate gum disease and at least moderate calculus deposits.</td>
</tr>
</tbody>
</table>

Gap Analysis

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SWOT

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Units Impacted

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<th>Unit Code</th>
<th>Planning Unit</th>
<th>Unit Manager</th>
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<tr>
<td></td>
<td>No Units Impacted to Display</td>
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</tr>
</tbody>
</table>
**Objective Description**

100% of the 2014 Dental Hygiene graduates will pass the National Board Dental Hygiene Examination on their first attempt.

### Institutional Goals

<table>
<thead>
<tr>
<th>Objective Types</th>
<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching and Learning</td>
<td>Student and Customer Outcomes</td>
</tr>
</tbody>
</table>

### Tasks

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/15/2013</td>
<td>Incomplete</td>
<td>High</td>
<td>The dental hygiene program director will conduct a mock national board exam for the students.</td>
</tr>
<tr>
<td>04/30/2014</td>
<td>Incomplete</td>
<td>High</td>
<td>Information on off-campus board review courses will be made available to the students.</td>
</tr>
<tr>
<td>04/30/2014</td>
<td>Incomplete</td>
<td>High</td>
<td>The dental hygiene faculty will hold bi-weekly review sessions to help students prepare for the National Board Dental Hygiene Examination.</td>
</tr>
</tbody>
</table>

### Assessment Measures

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>03/17/2013</td>
<td>100% of the graduating students will participate in the mock national board examination.</td>
</tr>
<tr>
<td>03/17/2013</td>
<td>90% of the graduating students will participate in an off-campus board review course.</td>
</tr>
<tr>
<td>03/17/2013</td>
<td>100% of the graduating students will participate in bi-weekly review sessions conducted by faculty.</td>
</tr>
<tr>
<td>03/17/2013</td>
<td>Students who participate in the mock national board will report that the exam helped them to identify areas to focus their preparation for the National Board Dental Hygiene Examination.</td>
</tr>
</tbody>
</table>

### Intended Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Intended Results</th>
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<tbody>
<tr>
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### Status Reports

<table>
<thead>
<tr>
<th>Date</th>
<th>Status Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/26/2013</td>
<td>Only 50% of the students participated in an off-campus board review course due to finances.</td>
</tr>
<tr>
<td>3/17/2013</td>
<td>100% of the students participated in mock exam and reported they felt the mock exam was helpful in preparing for the actual exam.</td>
</tr>
</tbody>
</table>

### Actual Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Actual Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/26/2013</td>
<td>100% of the graduates of 2013 passed the National Board Dental Hygiene Examination on the first attempt.</td>
</tr>
</tbody>
</table>

### Use of Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/26/2013</td>
<td>The dental hygiene faculty will continue to administer the Mock National Board Dental Hygiene Examination to help students prepare for the exam.</td>
</tr>
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</table>

### Gap Analysis

<table>
<thead>
<tr>
<th>Date</th>
<th>Gap Analysis:</th>
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<tbody>
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### SWOT

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<td>Date</td>
<td>Unit Code</td>
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<tr>
<td>No Units Impacted to Display</td>
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</tbody>
</table>
## Objective Description
Dental hygiene students will complete activities to become competent in effectively communicating with diverse population groups and other health care professionals.

<table>
<thead>
<tr>
<th>Institutional Goals</th>
<th>Objective Types</th>
<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>06-Community Partnerships</td>
<td>Student and Customer Outcomes</td>
<td>Performance Measures Compliance</td>
</tr>
<tr>
<td>01-Teaching and Learning</td>
<td></td>
<td>Accreditation Compliance</td>
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### Tasks

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/01/2013</td>
<td>Complete</td>
<td>High</td>
<td>Second year dental hygiene students will continue a rotation during DEN 221 at New Hanover County Community Health Center.</td>
</tr>
<tr>
<td>05/06/2013</td>
<td>Complete</td>
<td>High</td>
<td>Second year dental hygiene students will begin a rotation to treat patients at Cape Fear Clinic as part of DEN 232 Community Dentistry.</td>
</tr>
<tr>
<td>04/29/2013</td>
<td>Complete</td>
<td>High</td>
<td>First and second year dental hygiene students will participate in the NC Mission of Mercy dental clinic and provide preventive services and patient education to patients.</td>
</tr>
</tbody>
</table>

### Assessment Measures

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>03/17/2013</td>
<td>Students will receive a satisfactory rating on evaluations from external rotation sites.</td>
</tr>
<tr>
<td>03/17/2013</td>
<td>100% of the dental hygiene students will participate in the NC MOM clinic.</td>
</tr>
</tbody>
</table>

### Intended Results

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### Actual Results

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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>09/26/2013</td>
<td>All first year students participated in the MOM clinic. These students provided oral hygiene instruction to patients after they were triaged and before they received dental services. This was a new component to the MOM clinic and was very successful. The students was able to communicate with a great diverse population of patients. All second year students participated in the MOM clinic as well. These students provided dental hygiene services to a diverse population of patients and was able to communicate these services and dental information to these patients.</td>
</tr>
<tr>
<td>09/26/2013</td>
<td>All second year dental hygiene students received a satisfactory rating on their rotation site evaluations from New Hanover Community Health Center. At the advisory committee meeting in April 2013, the supervising dentist relayed her thoughts on how well the students were prepared and professional.</td>
</tr>
</tbody>
</table>

### Use of Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/26/2013</td>
<td>If given the opportunity, the dental hygiene students will continue to participate in the MOM clinic.</td>
</tr>
<tr>
<td>09/26/2013</td>
<td>The dental hygiene program will continue to use New Hanover Community Health Center as a clinical enrichment rotation site.</td>
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</table>
### Gap Analysis

**Date:**  
No Gap Analysis to Display

### SWOT

<table>
<thead>
<tr>
<th>Date</th>
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### Units Impacted

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No Units Impacted to Display
Unit Purpose

The purpose of the Office of Marketing and Public Relations is to promote the college's mission, priorities, programs and services to a variety of audiences and maintain a positive public image of the institution through targeted communication efforts.

Unit Goals

<table>
<thead>
<tr>
<th>Obj ID</th>
<th>Objective</th>
<th>Objective Purpose</th>
<th>Objective Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2771</td>
<td>Expand outreach to Pender County</td>
<td>Assessment Objective</td>
<td>Incomplete</td>
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</tbody>
</table>

**Objective Description**

To increase the awareness of Cape Fear Community College services and programs to Pender County residents.

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<th>Institutional Goals</th>
<th>Objective Types</th>
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</tr>
</thead>
<tbody>
<tr>
<td>12-Public Relations &amp; Marketing</td>
<td>Opportunities/Weaknesses</td>
<td>No Planning Priorities to Display</td>
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</tbody>
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**Tasks**

<table>
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<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>In Progress</td>
<td>High</td>
<td>Distribute press releases to Pender County news media about upcoming Surf City Campus.</td>
</tr>
<tr>
<td></td>
<td>In Progress</td>
<td>High</td>
<td>Promote Surf City information session to Pender County residents</td>
</tr>
<tr>
<td>02/27/2013</td>
<td>Complete</td>
<td>Medium</td>
<td>Take advantage of news media inquiries to promote Pender County classes to the public.</td>
</tr>
</tbody>
</table>

**Assessment Measures**

Date | Assessment Measure
---|-------------------|
|     | No Assessment Measures to Display |

**Intended Results**

Date | Intended Results
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**Status Reports**

Date | Status Report
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**Actual Results**

Date | Actual Results
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**Use of Results**

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**Gap Analysis**

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</table>
**Objective Description**
Promote CFCC programs and services to a national audience.

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<tbody>
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</table>
### Objective Description

Improve the emergency notification process to better notify faculty, staff and students of emergencies on campus and other college events.

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<thead>
<tr>
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<tbody>
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<table>
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#### Assessment Measures

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#### Units Impacted

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<th>Planning Unit</th>
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</tbody>
</table>
**Objective Description**

Develop a procedure and tool to determine how many employees read the Weekly Bulletin newsletter.

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<th>Institutional Goals</th>
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<tr>
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<td>No Units Impacted to Display</td>
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</tbody>
</table>
Unit Code: 61000  
Unit Manager: Stroud, Lewis

Unit Purpose
To plan, direct, supervise and review the activities and operations of student support services on the North Campus; to provide information and assistance to students regarding admissions, registration, financial aid, academic program requirements, personal counseling, career and testing services; to act as designee for the Vice President in all policy and procedures issues at the North Campus; to oversee student discipline issues and other related matters; to evaluate and ensure that operations are consistent with the mission of the college and meet the needs of the student population.

Unit Goals

- Improve interactions with students through training that will assist front line personnel by giving them training that will show them various ways to deal with students and issues in a manner that improves student satisfaction.

<table>
<thead>
<tr>
<th>Obj ID</th>
<th>Objective</th>
<th>Objective Purpose</th>
<th>Objective Status</th>
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</thead>
<tbody>
<tr>
<td>2847</td>
<td>Create Blog for North Campus</td>
<td>Assessment Objective</td>
<td>Not Started</td>
</tr>
</tbody>
</table>

Objective Description
Designe and populate a blog for the North Campus that communicates to stakeholders information about classes, events and topics that are relevant to the North Campus.

Institutional Goals
- 07-Student Support Services
- 12-Public Relations & Marketing

Objective Types
- Student and Customer Outcomes
- Opportunities/Weaknesses

Strategic Initiatives
- Retention
- Customer Service

Tasks
No Tasks to Display

Assessment Measures
No Assessment Measures to Display

Intended Results
No Intended Results to Display

Status Reports
No Status Reports to Display

Actual Results
No Actual Results to Display

Use of Results
No Use of Results to Display
### Gap Analysis

<table>
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<th>Unit Code</th>
<th>Planning Unit</th>
<th>Unit Manager</th>
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</table>

No Units Impacted to Display
**Objective Description**

Develop and implement training and strategies that assist student services professionals, instructors and professors in the classroom. As the frontline personnel, the direct contact they have can be the best place to implement new retention strategies and tools.

### Institutional Goals

| 01-Teaching and Learning                         | Opportunities/Weaknesses |
| 07-Student Support Services                      | Student and Customer Outcomes |
| 11-Institutional Effectiveness                    |                           |
| 09-Diversity                                     |                           |
| 12-Public Relations & Marketing                  |                           |

### Objective Types

- Opportunities/Weaknesses
- Student and Customer Outcomes

### Strategic Initiatives

- Customer Service
- Retention
- Innovation

### Tasks

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/29/2013</td>
<td>Incomplete</td>
<td>High</td>
<td>Develop several courses for employees that emphasize student/customer service and show them how their interaction with potential and current students can directly affect retention and the students experience at the college. This includes techs at the various departments and the instructors or professors in the classroom. Help these employees realize that they can and do have a direct impact on retention and student satisfaction. Not one person or office can manage retention it needs to be a college wide initiative that all departments participate in. Each plays a role in helping students determine their fit in college, a well placed comment or a helpful hint on the college website can make the difference for some students and their learning careers. Interaction between students, faculty and staff can be integral in a students attitude about Cape Fear and that can be used to build loyalty and commitment to the college. This loyalty and commitment gives the student a feeling of belonging and that they matter to the college and the people in it which in turn will increase the likelihood that they will persist in completing the educational goals they have at Cape Fear.</td>
</tr>
</tbody>
</table>

### Assessment Measures

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/22/2013</td>
<td>Using the previous year’s retention data categorized into transfers, degree completion, certificate and persistence to determine a base line from which to measure improvements in retention by implementing various strategies. This data can be broken down into more specific demographics if needed to ascertain if the retention effort is working more in one population than in another. If there is an increase in the number of students continuing this increase may be attributed to the effort of the additional retention specific training introduced to staff and faculty.</td>
</tr>
</tbody>
</table>

### Intended Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Intended Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/22/2013</td>
<td>As with any customer service initiative the goal is to improve the quality of service received by the customer, in this case student. The emphasis on this training is to build community through interaction with staff, faculty and student that creates within the student the feeling that they are a part of the group and community of Cape Fear Community College. That they have value as a member and belong at the college. The creation of this culture on campus is to increase the retention and persistence rates of the students.</td>
</tr>
</tbody>
</table>

### Status Reports

<table>
<thead>
<tr>
<th>Date</th>
<th>Status Report</th>
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<tbody>
<tr>
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### Actual Results

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<tr>
<th>Date</th>
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### Use of Results

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<th>Date</th>
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### Gap Analysis

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<tr>
<th>Date</th>
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### SWOT

<table>
<thead>
<tr>
<th>Date</th>
<th>SWOT Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/22/2013</td>
<td>Implementation of Frontline Training for Staff/Faculty on Customer Service and Retention. Showing Faculty and Staff ways to interact with students that will create an air of belonging and create student and increase in student involvement that leads to greater retention and persistence.</td>
</tr>
</tbody>
</table>

### Units Impacted

<table>
<thead>
<tr>
<th>Date</th>
<th>Unit Code</th>
<th>Planning Unit</th>
<th>Unit Manager</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/22/2013</td>
<td>61000</td>
<td>Director of North Campus Student Services</td>
<td>Stroud, Lewis</td>
</tr>
</tbody>
</table>
**Objective Description**

Team with Studenthealth101.com to create a specific CFCC web presence that provides students and other stakeholders with additional information regarding healthy choices for lifestyle, study habits, etc. will need to find students willing to act as reporters on campus, develop web presence for student services; athletics; north campus; campus safety; foundation/president page and a rotational page for two programs each month for highlighting and promoting those programs.

### Institutional Goals

<table>
<thead>
<tr>
<th>Objective Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>01-Teaching and Learning</td>
</tr>
<tr>
<td>12-Public Relations &amp; Marketing</td>
</tr>
<tr>
<td>09-Diversity</td>
</tr>
<tr>
<td>11-Institutional Effectiveness</td>
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</tbody>
</table>

### Objective Types

<table>
<thead>
<tr>
<th>Objective Types</th>
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</thead>
<tbody>
<tr>
<td>Student and Customer Outcomes</td>
</tr>
<tr>
<td>Opportunities/Weaknesses</td>
</tr>
</tbody>
</table>

### Strategic Initiatives

<table>
<thead>
<tr>
<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Customer Service</td>
</tr>
<tr>
<td>Retention</td>
</tr>
<tr>
<td>Innovation</td>
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</tbody>
</table>

### Tasks

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/21/2013</td>
<td>Complete</td>
<td>Medium</td>
<td>Make contact with Kevin Knight, Tim Vandenburg and Doug Fire about students that may be interested in participating as reporters for SH101</td>
</tr>
<tr>
<td>06/21/2013</td>
<td>In Progress</td>
<td>Medium</td>
<td>Talk with Robbie Maggie about implementing a page for athletics and finding someone to manage info for it.</td>
</tr>
<tr>
<td>06/21/2013</td>
<td>In Progress</td>
<td>Medium</td>
<td>Talk with Dan Wilcox about campus safety page</td>
</tr>
</tbody>
</table>

### Assessment Measures

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<tr>
<th>Date</th>
<th>Assessment Measure</th>
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### Intended Results

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### Status Reports

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### Actual Results

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### Use of Results

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### Gap Analysis

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### SWOT

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<tr>
<td>Units Impacted</td>
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<tr>
<td>Date</td>
<td>Unit Code</td>
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<tr>
<td>No Units Impacted to Display</td>
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</tbody>
</table>
Objective Description

The Behavioral Intervention Team (BIT) is a concept designed not as a response to campus shootings and violence, but as a proactive way to address the growing need in the college and university community for a centralized, coordinated, caring, developmental intervention for those in need prior to crisis. The Cape Fear BIT can be used to address students that are showing behavior that is contrary to the mission and goals of the college. This behavior may be anti-social actions or writings, violent action comments, and threats whether actual or perceived. The behavior is not limited to the above. It can also include threats of suicide, suicide attempts or violent behavior towards themselves or other community members.

Institutional Goals | Objective Types | Strategic Initiatives
--- | --- | ---
07-Student Support Services | Student and Customer Outcomes | Customer Service
11-Institutional Effectiveness | Opportunities/Weaknesses | Retention

Tasks

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Incomplete</td>
<td>Medium</td>
<td>Create and populate the team with various members from across the campus and develop the protocol for the team responses.</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>In order for the BIT to function properly, its members must be from various departments on campus. The BIT must have regularly scheduled meetings and those meetings must be attended by all of the team members. There must be a protocol in place to call an emergency meeting. Communication between the team members is essential in between the scheduled meetings.</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Possible BIT Members: Dean of Students, Director of Counseling Services, Director of Campus Safety, Coach (spring sport), Coach (fall sport), Professor (discipline 1), Professor (discipline 2)</td>
</tr>
</tbody>
</table>

Assessment Measures

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<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
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<tbody>
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<td>No Assessment Measures to Display</td>
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Intended Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Intended Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/22/2013</td>
<td>Most in the college community have seen students who have had changes in behavior due to a myriad of reasons. The BIT is here to help assess the behavior and provide a means of intervention to assist students in overcoming whatever personal crises they may be going through without having their issues affect the entire campus community. Through this assessment the BIT should be able to determine if the students are threats to themselves or the campus community and will be able to act accordingly to prevent these threats from being carried out. This will also assist the student in getting necessary help that may be needed that will allow them to continue in college and be a valuable member of our college community.</td>
</tr>
</tbody>
</table>

Status Reports

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<th>Status Report</th>
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Actual Results

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### Use of Results

**Date**

No Use of Results to Display

### Gap Analysis

**Date:**

No Gap Analysis to Display

### SWOT

**Date:**

No SWOT to Display

### Units Impacted

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<th>Unit Manager</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/23/2013</td>
<td>61000</td>
<td>Director of North Campus Student Services</td>
<td>Stroud, Lewis</td>
</tr>
</tbody>
</table>
## Unit Purpose

The Cape Fear Community College Disability Support Services Office will be responsible for assuring that students with disabilities have equal, effective, and meaningful access to all programs, goods, and services through the use of nondiscriminatory policies and procedures and the provision of reasonable accommodations, auxiliary aids, and services, as indicated necessary by the functional limitations of a qualified disability.

## Unit Goals

<table>
<thead>
<tr>
<th>Obj ID</th>
<th>Objective</th>
<th>Objective Purpose</th>
<th>Objective Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2510</td>
<td>Help Revise Allied Health Technical Standards</td>
<td>Assessment Objective</td>
<td>Complete</td>
</tr>
</tbody>
</table>

### Objective Description

#### Institutional Goals

<table>
<thead>
<tr>
<th>Objective Types</th>
<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Legislative Mandate</td>
<td>Completions</td>
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#### Tasks

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<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/30/2012</td>
<td>Complete</td>
<td>High</td>
<td>Research Allied Health technical standards currently in place at other colleges and universities.</td>
</tr>
<tr>
<td>08/31/2012</td>
<td>Complete</td>
<td>High</td>
<td>Read all of the Cape Fear Community College Allied Health technical standards.</td>
</tr>
<tr>
<td>10/31/2012</td>
<td>Complete</td>
<td>High</td>
<td>Consult with Judith Risch at the Office of Civil Rights and Karen Yerby at the NC Community College System office for guidance on the wording of Allied Health technical standards.</td>
</tr>
<tr>
<td>11/30/2012</td>
<td>Complete</td>
<td>High</td>
<td>Meet with Regina McBarron and other CFCC staff members involved in writing Allied Health technical standards for input.</td>
</tr>
<tr>
<td>12/21/2012</td>
<td>Complete</td>
<td>High</td>
<td>Help revise the Allied Health technical standards, as necessary.</td>
</tr>
</tbody>
</table>

#### Assessment Measures

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/17/2012</td>
<td>Disability Support Services staff will evaluate revisions to the Allied Health technical standards after consultation with Judith Risch at the Office of Civil Rights to ensure that the wording of the technical standards is non-discriminatory.</td>
</tr>
</tbody>
</table>

#### Intended Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Intended Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/17/2012</td>
<td>The Allied Health technical standards will be written in a non-discriminatory manner and will be in compliance with the law.</td>
</tr>
<tr>
<td>Actual Results</td>
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<td>--------------------------------------------------</td>
</tr>
<tr>
<td>Date</td>
<td>Actual Results</td>
</tr>
<tr>
<td>06/28/2013</td>
<td>After researching Allied Health technical standards currently in place at other colleges and universities, Disability Support Services staff members consulted with Judith Risch at the Office of Civil Rights and Karen Yerby at the NC Community College System office for guidance on non-discriminatory wording that should be used in technical standards. Based on the information provided, Disability Support Services staff members collaborated with Allied Health and Student Development staff members to revise the Allied Health technical standards beginning in 2012-2013.</td>
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<tr>
<th>Use of Results</th>
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<tbody>
<tr>
<td>Date</td>
<td>Use of Results</td>
</tr>
<tr>
<td>06/28/2013</td>
<td>Allied Health technical standards with non-discriminatory wording were incorporated into each Allied Health information packet for the 2012-2013 academic year.</td>
</tr>
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<table>
<thead>
<tr>
<th>Gap Analysis</th>
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<tbody>
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<td>Date</td>
<td>SWOT Description:</td>
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<table>
<thead>
<tr>
<th>Units Impacted</th>
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</thead>
<tbody>
<tr>
<td>Date</td>
<td>Unit Code Planning Unit Unit Manager</td>
</tr>
<tr>
<td>06/18/2012</td>
<td>52300 Health Sciences Department McBarron, Regina</td>
</tr>
</tbody>
</table>
Objective: To increase the number of students with disabilities using the Assistive Technology work stations at both campuses. Rationale: Few students are taking advantage of the Assistive Technology work stations located in the Learning Labs at both campuses. In consulting with Ja Medlicott of the NC Assistive Technology Project, several ways of making the work stations more user-friendly were identified.

### Institutional Goals
- 07-Student Support Services

### Objective Types
- Student and Customer Outcomes

### Strategic Initiatives
- Customer Service

### Tasks

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/31/2013</td>
<td>In Progress</td>
<td>High</td>
<td>Reorganize the physical space at the Assistive Technology work stations at both campuses and clean up the computer desk tops.</td>
</tr>
<tr>
<td>02/28/2013</td>
<td>Complete</td>
<td>High</td>
<td>Design and display posters labeling the equipment at the Assistive Technology work stations at both campuses.</td>
</tr>
<tr>
<td>03/29/2013</td>
<td>In Progress</td>
<td>High</td>
<td>Update the software and equipment at the Assistive Technology work stations at both campuses, if needed.</td>
</tr>
<tr>
<td>04/30/2013</td>
<td>In Progress</td>
<td>High</td>
<td>Provide tutorials to students with disabilities on how to use the software and equipment at the Assistive Technology work stations.</td>
</tr>
<tr>
<td>05/31/2013</td>
<td>In Progress</td>
<td>High</td>
<td>Post tutorials on the Disability Support Services website on how to use the software and equipment at the Assistive Technology work stations.</td>
</tr>
</tbody>
</table>

### Assessment Measures

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/18/2012</td>
<td>A sign-in sheet will be used to keep track of the students that use the Assistive Technology work stations at both campuses.</td>
</tr>
</tbody>
</table>

### Intended Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Intended Results</th>
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</thead>
<tbody>
<tr>
<td>06/18/2012</td>
<td>The number of students with disabilities using the Assistive Technology work stations at both campuses will increase.</td>
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### Status Reports

<table>
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<tr>
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### Actual Results

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<tr>
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</thead>
<tbody>
<tr>
<td>06/28/2013</td>
<td>This objective has been carried over to the 2013-2014 academic year due to the delay in the move to Union Station. (See Use of Results section below). This year, posters were made to label the Dragon Naturally Speaking and VideoEye! areas at the current work stations, but more posters will have to be made for the new work station to be set up in the new Disability Support Services (DSS) office at Union Station. VideoEye! has been repaired and is now working normally, and Dragon Naturally Speaking has been reinstalled at the downtown campus and is already being used by students. Recently, Dragon Naturally Speaking has also been installed at the North Campus. Our older versions of the screen reader JAWS and the reader/study-tool Kurzweil 3000 are not compatible with Windows 7 and will have to be updated in the 2013-2014 academic year. Additional tutorials on equipment/software will be provided to students and posted on the DSS website.</td>
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</tbody>
</table>
**Use of Results**

<table>
<thead>
<tr>
<th>Date</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/28/2013</td>
<td>Based on information gathered while working on this objective, it was determined that the downtown work station will need to be relocated to the new Disability Support Services office in Union Station due to problems with the original downtown work station. The current work station is located in a cramped space and is not easily accessible to students in wheelchairs.</td>
</tr>
</tbody>
</table>

**Gap Analysis**

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**SWOT**

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**Units Impacted**

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<tr>
<th>Date</th>
<th>Unit Code</th>
<th>Planning Unit</th>
<th>Unit Manager</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/18/2012</td>
<td>51300</td>
<td>Learning Lab</td>
<td>Seino, Kenneth</td>
</tr>
<tr>
<td>06/18/2012</td>
<td>20200</td>
<td>Information Technology Services</td>
<td>De Souza, Wellington</td>
</tr>
</tbody>
</table>
Unit Purpose

The Distance Learning department is dedicated to the design, development, and implementation of high quality distance education in both the wholly online environment and the hybrid combination of online and face-to-face classrooms. To that end, we provide services and initiatives designed to raise the quality of all courses offered at CFCC and to support faculty and students in regard to the unique technological challenges raised by the online environment.

Our goals are to

* Provide convenient and relevant training for faculty relating to
  - Best practices and
  - Technology use in the online classroom
* Work one-on-one with faculty to assist with course design and new technologies
* Consult with departments to ensure continuing compliance with standards, best practices, procedures, and policies
* Maintain accessible web resources, for both faculty and students, available 24/7 for self-help
* Monitor and make available information on institutional, state, and federal policies and procedures related to distance learning.
* Assist students with basic technical problems related to learning online
* Advise online-only students on how to navigate this new, sometimes strange, learning experience

Unit Goals

<table>
<thead>
<tr>
<th>Obj ID</th>
<th>Objective</th>
<th>Objective Purpose</th>
<th>Objective Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2962</td>
<td>Begin Establishing Best Practice Support Structure</td>
<td>Assessment Objective</td>
<td>Pending</td>
</tr>
</tbody>
</table>

Objective Description

Information on best practices for teaching online have either not been created or were inadequately publicized. This Objective is to create resources that give basic info on best practices in course design and tech use and to make them widely available for instructor use through the unit website and in-person workshops.

Institutional Goals

<table>
<thead>
<tr>
<th>Institutional Goals</th>
<th>Objective Types</th>
<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>01-Teaching and Learning</td>
<td>Opportunities/Weaknesses</td>
<td>Innovation</td>
</tr>
<tr>
<td>03-Technology Tools, Training and Application</td>
<td></td>
<td></td>
</tr>
<tr>
<td>05-Distance Learning</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Tasks

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/26/2013</td>
<td>Complete</td>
<td>Low</td>
<td>Determining best practice needs by reviewing select courses with the Quality Matters Rubric.</td>
</tr>
<tr>
<td>09/26/2013</td>
<td>Complete</td>
<td>Low</td>
<td>Create basic white papers to introduce course design concepts and processes.</td>
</tr>
<tr>
<td>09/26/2013</td>
<td>Complete</td>
<td>Low</td>
<td>Design in-person workshops to give greater concrete hands-on experience with course design best practices.</td>
</tr>
</tbody>
</table>

Assessment Measures

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/26/2013</td>
<td>Creation of Course Design Basics Workshop Design Matrix</td>
</tr>
<tr>
<td>09/26/2013</td>
<td>Creation of Specific White Papers.</td>
</tr>
</tbody>
</table>
Intended Results

Date | Intended Results
--- | ---

No Intended Results to Display

Status Reports

Date | Status Report
--- | ---

No Status Reports to Display

Actual Results

Date | Actual Results
--- | ---

09/26/2013 | White Papers created and made available on Online Learning Faculty web site:

- Learning Objectives: The Basics
- Writing Learning Objectives
- Assessments: The Basics
- Rubrics: The Basics
- Writing Grading Rubrics
- Syllabus: The Basics
- Syllabus Template
- Design Matrix.

All can be seen at http://www2.cfcc.edu/onlinefaculty/course-design/course-design-tools/

In addition, we developed a Course Design Workshop that we are currently piloting and are using feedback from faculty to develop other pedagogy-based workshops, on such topics as the Flipped Classroom and Grading Rubrics.

Use of Results

Date | Use of Results
--- | ---

09/26/2013 | Best practice materials are being spread through the department website and the Course Design Basics workshop. In addition, we will use these materials as the basis for interactive web tutorials that will make the materials even more widely available.

Current workshops and the feedback from those workshops will be used as the basis for further workshops in the coming year.

Gap Analysis

Date: | Gap Analysis:
--- | ---

No Gap Analysis to Display

SWOT

Date | SWOT Description:
--- | ---

No SWOT to Display

Units Impacted

Date | Unit Code | Planning Unit | Unit Manager
--- | --- | --- | ---

No Units Impacted to Display
Objective Description
To successfully track the impact of our initiatives, we need to find some kind of measure that will indicate improvement (or lack thereof) of student outcomes and teaching quality over time.
The creation of the three Informer reports meets most of our raw data needs. We identified several areas we would need to track:

**CURRICULUM**
- # of sections each semester
  - Internet
  - Hybrid
  - Combined (Internet + Hybrid)
  - ALL (F2F + Internet + Hybrid)

**Unique students**
- Internet
- Hybrid
- Combined
- ALL

**FTE**
- Internet
- Hybrid
- Combined
- ALL

**Grade distribution (Average GPA)**

**Retention (%) withdrawals**

**No Shows**
- Internet
- Hybrid
- Combined
- ALL

**Breakdown by section (Hybrid and Internet)**

**Unique Instructors**
- Full Time
  - Internet
  - Hybrid
  - Combined
  - ALL

- Part Time
  - Internet
  - Hybrid
  - Combined
  - ALL

**Reasons for Withdrawal (Internet and Hybrid only)**

- Faculty with addresses outside North Carolina
- Students with addresses outside North Carolina

The reports created during this year cover all but the last three sets of data, which can be found through existing reports. Going forward, we will use the raw data to create spreadsheets tracking the growth and change of each of these sets of data over the existence of the online learning program at CFCC. This will allow us to begin seeing patterns, including Hybrid versus Internet section growth and student retention and success for various different courses and instructional areas.
### Units Impacted

<table>
<thead>
<tr>
<th>Date</th>
<th>Unit Code</th>
<th>Planning Unit</th>
<th>Unit Manager</th>
</tr>
</thead>
</table>

No Units Impacted to Display
**Objective**
Establish clearly defined roles for each member of the unit

**Objective Purpose**
Assessment Objective

**Objective Status**
Pending

**Objective Description**
Job descriptions for the unit are, at this time, overly broad and imprecise. This objective will establish job descriptions that define job duties in a way that makes roles and responsibilities clear and easy to track.

<table>
<thead>
<tr>
<th>Institutional Goals</th>
<th>Objective Types</th>
<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>05-Distance Learning</td>
<td>Opportunities/Weaknesses</td>
<td>Communication</td>
</tr>
<tr>
<td>01-Teaching and Learning</td>
<td></td>
<td>Customer Service</td>
</tr>
<tr>
<td>07-Student Support Services</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Tasks**

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/02/2013</td>
<td>Complete</td>
<td>Low</td>
<td>Rewrite Distance Learning Instructional Technician Job Description</td>
</tr>
<tr>
<td>10/02/2013</td>
<td>Complete</td>
<td>Low</td>
<td>Rewrite Instructional Technologist's Job Description</td>
</tr>
</tbody>
</table>

**Assessment Measures**

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/14/2013</td>
<td>Two completed job descriptions: Instructional Technician and Instructional Designer</td>
</tr>
</tbody>
</table>

**Intended Results**

<table>
<thead>
<tr>
<th>Date</th>
<th>Intended Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No Intended Results to Display</td>
</tr>
</tbody>
</table>

**Status Reports**

<table>
<thead>
<tr>
<th>Date</th>
<th>Status Report</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No Status Reports to Display</td>
</tr>
</tbody>
</table>

**Actual Results**

<table>
<thead>
<tr>
<th>Date</th>
<th>Actual Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/14/2013</td>
<td>Both the Distance Learning Instructional Technician and Instructional Technologist - Distance Learning positions were rewritten as (respectively) Instructional Technician and Instructional Designer. Many of the technical responsibilities of the Technologist position were shifted to the Technician position and the design responsibilities of the Technologist position were expanded. Job descriptions available on request.</td>
</tr>
</tbody>
</table>

**Use of Results**

<table>
<thead>
<tr>
<th>Date</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/16/2013</td>
<td>These results will be used to organize new job responsibilities as they develop.</td>
</tr>
</tbody>
</table>

**Gap Analysis**

<table>
<thead>
<tr>
<th>Date</th>
<th>Gap Analysis:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No Gap Analysis to Display</td>
</tr>
</tbody>
</table>

**SWOT**

<table>
<thead>
<tr>
<th>Date</th>
<th>SWOT Description:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No SWOT to Display</td>
</tr>
</tbody>
</table>

**Units Impacted**

<table>
<thead>
<tr>
<th>Date</th>
<th>Unit Code</th>
<th>Planning Unit</th>
<th>Unit Manager</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Unit Purpose

"The purpose of the Early Childhood Associate Program is to educate students interested in working with young children on the theories of child development, children’s social, emotional, cognitive, and physical development and developmentally appropriate practices for young children."

Unit Goals

<table>
<thead>
<tr>
<th>Obj ID</th>
<th>Objective</th>
<th>Objective Purpose</th>
<th>Objective Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2493</td>
<td>Rubric</td>
<td>Assessment Objective</td>
<td>Complete</td>
</tr>
</tbody>
</table>

Objective Description

Design rubrics that measure student performance related to NAEYC-ECADA Standards and Supportive Skills. NAEYC-ECADA (National Association for the Education of Young Children-Early Childhood Associate Degree Acccreditaion).

Tasks

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Incomplete</td>
<td>High</td>
<td>ECE faculty will review the NAEYC-ECADA Peer Review Team Report to the Commission and focus on the reports -- Areas for Consideration -- to design rubrics to measure student performance related to NAEYC Standards and Supportive Skills. Arrangements will be made to meet with Jason Chaffin, CFCC Quality Enhancement Program to share information about NAEYC-ECADA report and receive input from Jason on how the ECE department can improve the rubric design to measure student performance related to NAEYC Standard and Supportive Skills. ECE faculty after meeting with Jason will revise a rubric for Jason to critique for more clear measurement of students outcomes in regards to NAEYC Standards and Skills.</td>
</tr>
</tbody>
</table>

Assessment Measures

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>05/04/2012</td>
<td>A rubric will be designed that measures student performance related to NAEYC Standards and Supportive Skills. Jason Chaffin will critique and provide feedback. The rubric will be used on a Key Assessment (student assignment) to see if the design will clearly measure student performance related to the standards and supportive skills. Jason Chaffin will be consulted with the results for feedback.</td>
</tr>
</tbody>
</table>

Intended Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Intended Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>05/04/2012</td>
<td>A rubric that clearly measures student performance related to NAEYC Standards and Supportive Skills.</td>
</tr>
</tbody>
</table>

Status Reports

<table>
<thead>
<tr>
<th>Date</th>
<th>Status Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/9/2013</td>
<td>Rubrics that clearly measure student performances related to the NAEYC Standards and Supportive Skills have been revised for 4 of the 5 Key Assessments and submitted in the 2013 Annual Report to NAEYC ECADA. The last revised rubric for Key Assessment # 5 will be submitted in the 2014 report.</td>
</tr>
</tbody>
</table>
### Actual Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Actual Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/18/2013</td>
<td>Rubrics for 4 of the 5 Key Assessments were revised to more clearly measure student performance related to NAEYC Early Childhood Associate Degree Accreditation Standards.</td>
</tr>
</tbody>
</table>

### Use of Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/18/2013</td>
<td>4 revised rubrics were submitted to NAEYC-ECADA in March 2013 Annual Report for review. NAEYC response letter in July, 2013 shared that the 4 revised Key Assessments were aligned with NAEYC Standards. Assessment # 5 will now be revised to align with NAEYC Standards.</td>
</tr>
</tbody>
</table>

### Gap Analysis

<table>
<thead>
<tr>
<th>Date</th>
<th>Gap Analysis:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No Gap Analysis to Display</td>
</tr>
</tbody>
</table>

### SWOT

<table>
<thead>
<tr>
<th>Date</th>
<th>SWOT Description:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No SWOT to Display</td>
</tr>
</tbody>
</table>

### Units Impacted

<table>
<thead>
<tr>
<th>Date</th>
<th>Unit Code</th>
<th>Planning Unit</th>
<th>Unit Manager</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No Units Impacted to Display</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Objective ID**: 2494  
**Objective**: Hybrid course  
**Objective Purpose**: Assessment Objective  
**Objective Status**: Complete

**Objective Description**
Add another EDU course as a hybrid course.

<table>
<thead>
<tr>
<th>Institutional Goals</th>
<th>Objective Types</th>
<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>05-Distance Learning</td>
<td>Student and Customer Outcomes</td>
<td>Customer Service</td>
</tr>
<tr>
<td>01-Teaching and Learning</td>
<td></td>
<td>Retention</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Completions</td>
</tr>
</tbody>
</table>

**Tasks**

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/01/2013</td>
<td>Incomplete</td>
<td>Medium</td>
<td>Develop EDU 262 II Early Childhood Administration II into a hybrid course for use in the Spring 2013 semester.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Assigned instructor will meet with the CFCC Distance Learning Department to develop the EDU 262 course into a hybrid course.</td>
</tr>
<tr>
<td>09/18/2013</td>
<td>Complete</td>
<td>High</td>
<td>Instructor will contact distance learning department at CFCC and initiate the process of uploading course into Bb.</td>
</tr>
</tbody>
</table>

**Assessment Measures**

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>05/04/2012</td>
<td>EDU 262 Early Childhood Administration II (hybrid) course will be ready for the Spring, 2013 semester.</td>
</tr>
</tbody>
</table>

**Intended Results**

<table>
<thead>
<tr>
<th>Date</th>
<th>Intended Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>05/04/2012</td>
<td>EDU 262 Early Childhood Administration II will be offered in the spring 2013 semester offering more opportunities for students to use hybrid courses in pursuit of ECE degree, as well as, the North Carolina Early Childhood Administration Credential.</td>
</tr>
</tbody>
</table>

**Status Reports**

<table>
<thead>
<tr>
<th>Date</th>
<th>Status Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/18/2013</td>
<td>EDU 262 Early Childhood Administration II was offered as a hybrid course, Spring 2013.</td>
</tr>
</tbody>
</table>

**Actual Results**

<table>
<thead>
<tr>
<th>Date</th>
<th>Actual Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/18/2013</td>
<td>EDU 262 Early Childhood Administration II was offered as a hybrid course, Spring 2013</td>
</tr>
</tbody>
</table>

**Use of Results**

<table>
<thead>
<tr>
<th>Date</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/18/2013</td>
<td>Adding EDU 262 Early Childhood Administration II as a hybrid course will offer students another hybrid EDU course</td>
</tr>
</tbody>
</table>

**Gap Analysis**

<table>
<thead>
<tr>
<th>Date</th>
<th>Gap Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No Gap Analysis to Display</td>
</tr>
</tbody>
</table>

**SWOT**

<table>
<thead>
<tr>
<th>Date</th>
<th>SWOT Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No SWOT to Display</td>
</tr>
<tr>
<td>Date</td>
<td>Unit Code</td>
</tr>
<tr>
<td>------</td>
<td>-----------</td>
</tr>
<tr>
<td>No Units Impacted to Display</td>
<td></td>
</tr>
</tbody>
</table>
**Objective Description**
To incorporate a wider variety of agencies and organizations related to Early Childhood Education into the content of ECE classes.

<table>
<thead>
<tr>
<th>Institutional Goals</th>
<th>Objective Types</th>
<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>01-Teaching and Learning</td>
<td>Student and Customer Outcomes</td>
<td>No Planning Priorities to Display</td>
</tr>
<tr>
<td>04-Learning Resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12-Public Relations &amp; Marketing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Tasks                                   |                                         |                                       |
| Due Date                                | Status                                  | Priority                              |
|                                         |                                         | Task                                  |
|                                         |                                         |                                       |
| No Tasks to Display                     |                                         |                                       |

| Assessment Measures                     |                                         |                                       |
| Date                                    | Assessment Measure                      |                                       |
|                                         |                                         |                                       |
| No Assessment Measures to Display       |                                         |                                       |

| Intended Results                        |                                         |                                       |
| Date                                    | Intended Results                         |                                       |
|                                         |                                         |                                       |
| No Intended Results to Display          |                                         |                                       |

| Status Reports                          |                                         |                                       |
| Date                                    | Status Report                            |                                       |
|                                         |                                         |                                       |
| No Status Reports to Display            |                                         |                                       |

| Actual Results                          |                                         |                                       |
| Date                                    | Actual Results                           |                                       |
|                                         |                                         |                                       |
| No Actual Results to Display            |                                         |                                       |

| Use of Results                          |                                         |                                       |
| Date                                    | Use of Results                           |                                       |
|                                         |                                         |                                       |
| No Use of Results to Display            |                                         |                                       |

| Gap Analysis                            |                                         |                                       |
| Date                                    | Gap Analysis:                           |                                       |
|                                         |                                         |                                       |
| No Gap Analysis to Display              |                                         |                                       |

| SWOT                                    |                                         |                                       |
| Date                                    | SWOT Description:                       |                                       |
|                                         |                                         |                                       |
| No SWOT to Display                      |                                         |                                       |

| Units Impacted                          |                                         |                                       |
| Date                                    | Unit Code                               | Planning Unit                         |
|                                         |                                         | Unit Manager                           |
|                                         |                                         |                                       |
| No Units Impacted to Display            |                                         |                                       |
Unit Code: 52761
Planning Unit: Electrical/Electronics Technology
Unit Manager: Gubitz, Wesley

Unit Purpose

"The Electrical/ Electronics Technology curriculum is designed to provide training for persons interested in the installations and maintenance of electrical/electronics systems found in residential, commercial and industrial facilities."

Unit Goals

<table>
<thead>
<tr>
<th>Obj ID</th>
<th>Objective</th>
<th>Objective Purpose</th>
<th>Objective Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2580</td>
<td>Remove and replace Circuit Breaker</td>
<td>Assessment Objective</td>
<td>Complete</td>
</tr>
</tbody>
</table>

Objective Description

The students will be able to remove and replace a single pole breaker in a typical residential service panel. This task will include correct testing of circuit prior to removing old circuit breaker and installing the new. The student will also be responsible for determining and using the proper Personal Protective Equipment.

Institutional Goals: 01-Teaching and Learning

Objective Types: Student and Customer Outcomes

Strategic Initiatives: Customer Service

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>In Progress</td>
<td>Medium</td>
<td>as described in objective</td>
</tr>
</tbody>
</table>

Assessment Measures

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/06/2012</td>
<td>A third party instructor will evaluate the students using the general ELC/ELN Tech Lab Rubric will be used to evaluate the student's success (Copy Included)</td>
</tr>
</tbody>
</table>

Intended Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Intended Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/06/2012</td>
<td>It is expected that 100% of the students properly select the correct PPE for this task, and use it according to the task at hand, safely. It is also expected that 90% pass with a score of 90% or greater, with the rest scoring no lower than 80%.</td>
</tr>
</tbody>
</table>

Status Reports

<table>
<thead>
<tr>
<th>Date</th>
<th>Status Report</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No Status Reports to Display</td>
</tr>
</tbody>
</table>

Actual Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Actual Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/05/2013</td>
<td>Every student participating in this Lab performed as expected.</td>
</tr>
</tbody>
</table>

Use of Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/05/2013</td>
<td>This task is a basic task to any electrician, and one that becomes &quot;intuitive&quot; after a couple of times performing task. I do not see this as a good example for assessing the skills of the student having gone through the bulk of the material covered in ELC 113.</td>
</tr>
<tr>
<td>Date</td>
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<th>Planning Unit</th>
<th>Unit Manager</th>
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<td>No Units Impacted to Display</td>
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</table>
Objective Description
The student will draw, build and troubleshoot the Basic Start/Stop Motor Control Circuit. This will include the testing, with power off, and while power is applied. The student will also be able to properly identify each component of the circuit and explain its function.

Assessment Measures
A third party instructor familiar with the skills necessary to meet the objective, and perform the tasks involved, will evaluate the students’ knowledge and performance based on a Rubric designed for this specific objective. All students are expected to be able to accurately draw and build a working circuit with a thorough knowledge of the components and their function.

Intended Results
All students are expected to be able to accurately draw and build a working circuit and demonstrate a thorough knowledge of the circuit components and their function.

Actual Results
All of the students in ELC 117 were able to draw, build and explain the operation of the Basic Start/Stop circuit. Demonstration was assessed using written, and a basic Rubric for Lab assessment. 20 students completed the course and 20 successfully drew, wired and explained the circuit with mastery. Scoring a minimum of 80% accumulative on this Lab demonstrated mastery.

Use of Results
Students were taught on this subject from the first day through to the Final. They knew from day 1 the expectations concerning this particular skill. As such, they were prepared. Demonstrated in the final results.
<table>
<thead>
<tr>
<th>Units Impacted</th>
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<th>Unit Manager</th>
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<tr>
<td>No Units Impacted to Display</td>
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</table>
**Objective Description**
The students of the ALT 220 class will be able to use any PV Module available to determine, calculate, the irradiance of the sun at a given time using the IV Curve determined by the student for the specific panel.

<table>
<thead>
<tr>
<th>Institutional Goals</th>
<th>Objective Types</th>
<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>01-Teaching and Learning</td>
<td>Student and Customer Outcomes</td>
<td>Critical Thinking - QEP</td>
</tr>
</tbody>
</table>

**Tasks**

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In Progress</td>
<td>High</td>
<td>Using a PV module and the information given from the manufacturer as well as the reading taken from the panel using a standard DVOM, determine the irradiance of the sun at a specific output recorded, Isc, and the actual temperature correction factor necessary to account for any temperature variance, Voc. The students should be able to explain their reasoning behind their calculations, and accurately determine the Irradiance and temperature correction factor.</td>
</tr>
</tbody>
</table>

**Assessment Measures**

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/06/2012</td>
<td>A third party, familiar with the technology, will question the students on their findings and evaluate their responses using a Rubric designed specifically for this task.</td>
</tr>
</tbody>
</table>

**Intended Results**

<table>
<thead>
<tr>
<th>Date</th>
<th>Intended Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/06/2012</td>
<td>The class average should exceed 85%, with the majority scoring 90% or higher, and none scoring below 70%.</td>
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</table>

**Status Reports**

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<tr>
<th>Date</th>
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<td>No Status Reports to Display</td>
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**Actual Results**

<table>
<thead>
<tr>
<th>Date</th>
<th>Actual Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/05/2013</td>
<td>The class as a whole did well, but the students not as familiar with electricity did not perform as well as those with prior knowledge. Familiarity with the principles of electricity, Ohm's Law, and meter usage, were a definite benefit to the student. Everyone passed, but of the 18 students that participated, 3 did not perform as expected, below 70%, but the class average was over 85%.</td>
</tr>
</tbody>
</table>

**Use of Results**

<table>
<thead>
<tr>
<th>Date</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/05/2013</td>
<td>Students need to be more familiar with the electrical principles involved in the PV technology field. The Rubric provided with this assignment needs to be more developed to account for specific problems associated with the PV and electrical theory. This specific task, objective, may need to be broken into several objectives to insure a proper measurement of student abilities.</td>
</tr>
</tbody>
</table>

**Gap Analysis**

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<tr>
<th>Date</th>
<th>Gap Analysis:</th>
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<tbody>
<tr>
<td></td>
<td>No Gap Analysis to Display</td>
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<tr>
<td>Date</td>
<td>SWOT Description:</td>
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<thead>
<tr>
<th>Units Impacted</th>
<th>Date</th>
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<td>No Units Impacted to Display</td>
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</tbody>
</table>
Unit Purpose

"The Electronics Engineering Technology (EET) curriculum prepares individuals to become technicians who design, build, install, test, troubleshoot, repair, and modify developmental and production electronic components, equipment, and systems such as industrial/computer controls, manufacturing systems, communication systems, and power electronic systems."

Unit Goals

<table>
<thead>
<tr>
<th>Obj ID</th>
<th>Objective</th>
<th>Objective Purpose</th>
<th>Objective Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2473</td>
<td>Prepare students for current and additional Electronics certifications</td>
<td>Assessment Objective</td>
<td>Pending</td>
</tr>
</tbody>
</table>

Objective Description

Graduates of the Electronics Engineering curriculum will be prepared to sit for a variety of Electronics professional certifications given through the Electronics Technician's Assc. in an online test format. This will help to verify to a potential employer that the skills a student has are current and relevant through independent evaluation.

The certification exams already in place are the Associate Certified Electronics Technician and the Certified Telecommunications Technician. Various options to test for certifications in Fiber Optics through the Electronics Technician's Associated will be explored.

Institutional Goals

<table>
<thead>
<tr>
<th>Institutional Goals</th>
<th>Objective Types</th>
<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>03-Technology Tools, Training and Application</td>
<td>No Objective Types to Display</td>
<td>Customer Service</td>
</tr>
<tr>
<td>01-Teaching and Learning</td>
<td></td>
<td>Cutting-Edge Technology</td>
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</table>

Tasks

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>05/01/2014</td>
<td>In Progress</td>
<td>Medium</td>
<td>Design a series of written and practical exams that will simulate material that students will find on the certification exams. Administer these tests at the end of each semester.</td>
</tr>
<tr>
<td>05/01/2014</td>
<td>In Progress</td>
<td>Medium</td>
<td>Assign students the task of building a variety of electronics kits that serve to bring together all of their past training. Again, these kits will simulate tasks that will be encountered on the various certification exams and in industry.</td>
</tr>
<tr>
<td>05/01/2014</td>
<td>In Progress</td>
<td>Medium</td>
<td>During their 2nd year, students will design various advanced level projects that will allow them to better understand the design side of electronics.</td>
</tr>
</tbody>
</table>

Assessment Measures

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>05/01/2013</td>
<td>Of those graduates who chose to sit for a national electronic certification exam, 90% shall report success in passing the exam.</td>
</tr>
<tr>
<td>05/01/2013</td>
<td>Graduates of the EET curriculum shall complete a series of practical lab applications involving the design and construction of various electronic devices. Students are required to complete these labs with a 80% success rate. These lab applications will be designed, approved and evaluated by members of the EET faculty.</td>
</tr>
<tr>
<td>05/03/2013</td>
<td>Ninety percent of the graduates of the EET curriculum will score a minimum 80% success rate on a battery of written exams that are comparable in difficulty to questions that would be found on various certification exams. These exams will be approved by a panel of EET faculty.</td>
</tr>
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</table>

Intended Results

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<tr>
<th>Date</th>
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</table>
### Status Reports

<table>
<thead>
<tr>
<th>Date</th>
<th>Status Report</th>
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</thead>
<tbody>
<tr>
<td>4/3/2012</td>
<td>From previous years data 92% of students who took the certification exams have passed.</td>
</tr>
</tbody>
</table>

### Actual Results

<table>
<thead>
<tr>
<th>Date</th>
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</tr>
</thead>
<tbody>
<tr>
<td>05/03/2013</td>
<td>92% of students who have taken the professional exams have passed so the objective has been met.</td>
</tr>
</tbody>
</table>

### Use of Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/26/2013</td>
<td>The results are used to motivate the students to train and prepare for professional certifications. The outstanding results show to incoming students that our program has been proven to train students to be capable of meeting professional electronics skill sets as evaluated by an external certification organization. This objective has been met so is considered complete.</td>
</tr>
</tbody>
</table>

### Gap Analysis

<table>
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<tr>
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### SWOT

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### Units Impacted

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</table>
**Objective Description**

Graduates of the EET curriculum will develop skills in the operation of modern electronic testing equipment. This will insure that the students are current on test equipment that they may see on the job or in a lab at a 4 year college.

**Assessment Measures**

**Date** | **Assessment Measure**
--- | ---
05/01/2012 | Graduates of the EET curriculum will be required to pass a battery of written assessments that will determine their skill level in the use of a variety of electronic testing meters. Students will be required to achieve a minimum of 70% passing on each assessment.
12/01/2012 | Graduates of the EET curriculum will be required to design and build a series of both combinational and logic electronic circuits. Students will be graded on the validity and completeness of these circuits. Students must achieve a minimum 80% satisfaction rating on both the design and build phases of these circuits. A panel of EET faculty will evaluate these designs accordingly.
05/01/2013 | Students enrolled in ELN 133, Digital Electronics will be required to design and build a minimum of 3 digital electronic circuits, evaluate the complexity of the design and then troubleshoot using the appropriate techniques and test equipment. To be successful, students must meet a minimum 80% passing rate on each of these projects.

**Actual Results**

**Date** | **Actual Results**
--- | ---
09/26/2013 | Students have been trained on state of the art electronics test equipment in the various electronics classes. This training was used in the Electronics program to design and build more complex circuits more efficiently and to a degree similar to what they may see in industry as they progressed through the program.
09/25/2013 | The students use the test equipment trained on, such as digital oscilloscopes, radio frequency generators and digital multimeters, to test and measure in the various electronic classes. In the ELN-133 Digital Electronics class students used this equipment along with Multisim circuit simulation software to design and build complex circuits. This objective is complete for the current year students.
### Gap Analysis

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### SWOT

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Print Date: Wednesday, March 12, 2014
2476  

**Objective**  
Train students with Multi-SIM circuit simulation software.

**Objective Purpose**  
Assessment Objective

**Objective Status**  
Complete

### Objective Description

Graduates of the EET curriculum will develop skills in the use of Multi-SIM circuit simulation software to design virtual electronic devices.

### Institutional Goals

<table>
<thead>
<tr>
<th>Objective Types</th>
<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>03-Technology Tools, Training and Application</td>
<td>No Objective Types to Display</td>
</tr>
<tr>
<td>01-Teaching and Learning</td>
<td>No Planning Priorities to Display</td>
</tr>
<tr>
<td>04-Learning Resources</td>
<td></td>
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</tbody>
</table>

### Tasks

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<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>05/01/2013</td>
<td>In Progress</td>
<td>Medium</td>
<td>Develop a series of laboratory applications that will allow EET students to develop skills in the use of Multi-SIM design software.</td>
</tr>
<tr>
<td>05/01/2013</td>
<td>In Progress</td>
<td>Medium</td>
<td>Assign a series of practical examinations that will evaluate the skill level of students in Multi-SIM.</td>
</tr>
<tr>
<td>05/01/2013</td>
<td>In Progress</td>
<td>Medium</td>
<td>Develop a series of lab assessments that allow students to use Multisim to troubleshoot virtual electronic circuits as a skills enhancement to go along with their hands on actual labs.</td>
</tr>
</tbody>
</table>

### Assessment Measures

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/01/2012</td>
<td>During Fall 2013, students of ELN-133, Digital Electronics will be presented with a series of lab assessments that will evaluate their skill level in the manipulation of Multi-SIM software. Students must pass each of these assessments with a minimum 70% passing rate.</td>
</tr>
<tr>
<td>12/01/2012</td>
<td>During Fall Semester 2013, students enrolled in ELN-133, Digital Electronics, will be presented with a series of written exams designed to evaluate their level of understanding of designing electronic circuits using virtual software. Students must score a minimum of 70% passing on each of these assessments.</td>
</tr>
<tr>
<td>04/03/2013</td>
<td>Students of ELN-133, Digital Electronics, will be required to design and construct a virtual electronic device. Students must successfully complete this project with a 70% passing rate.</td>
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### Intended Results

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</table>

### Status Reports

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>4/3/2012</td>
<td>Every electronic class uses this program to some degree. ELN-133 is where their previous training comes together for a project.</td>
</tr>
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</table>

### Actual Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Actual Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/06/2013</td>
<td>90+% of ELN-133 students have successfully used Multisim to design and then build a project.</td>
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</table>

### Use of Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/24/2013</td>
<td>Based on the successful outcomes of the Assessment Measures, Multi-SIM circuit simulation software has become a vital educational component of the Electronics curriculum. Student learning outcomes associated with designing virtual electronic devices surpassed our original expectations, so much so that the best student designed projects are retained to motivated the follow on cohorts. We consider this objective to have met our original goals and will continue to incorporate the Multi-SIM software into our Electronics curriculum.</td>
</tr>
<tr>
<td>Date</td>
<td>SWOT Description:</td>
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<tr>
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No SWOT to Display

No Units Impacted to Display
Unit Code: 10101  Planning Unit: Employee Benefits Administrator  Unit Manager: Greeson, Allyson

Unit Purpose

“To assist in maximizing the utilization of faculty and staff to meet student needs by maintaining policies and procedures that enhance equitable and consistent treatment in all personnel functions: employment, benefits administration, and employee relations.”

Unit Goals

<table>
<thead>
<tr>
<th>Obj ID</th>
<th>Objective</th>
<th>Objective Purpose</th>
<th>Objective Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2812</td>
<td>Diversity Recruitment</td>
<td>Assessment Objective</td>
<td>Complete</td>
</tr>
</tbody>
</table>

Objective Description

Continue to follow state and federal guidelines for the recruitment and hiring of minorities, with the goal of increasing the presence of well-qualified minority employees on our faculty and staff payroll.

Institutional Goals | Objective Types | Strategic Initiatives
--- | --- | ---
08-Human Resources | Opportunities/Weaknesses |Retention
09-Diversity |

Tasks

<table>
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<tr>
<th>Due Date</th>
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<th>Priority</th>
<th>Task</th>
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<tbody>
<tr>
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Assessment Measures

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<tr>
<th>Date</th>
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No Assessment Measures to Display

Intended Results

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Status Reports

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Actual Results

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<tr>
<th>Date</th>
<th>Actual Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>04/04/2013</td>
<td>As of April 2013 seventeen (17%) percent of new full-time hires (13 out of 77) since 4/1/2012 self-identified as a minority, including three instructors, one professional position and three high-level technical positions.</td>
</tr>
</tbody>
</table>

Use of Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>04/04/2013</td>
<td>Increased presences of minority faculty and staff. Increased retention.</td>
</tr>
</tbody>
</table>

Gap Analysis

<table>
<thead>
<tr>
<th>Date: Gap Analysis:</th>
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No Gap Analysis to Display
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<thead>
<tr>
<th>Date</th>
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### Units Impacted

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| No Units Impacted to Display |
### Objective Description

<table>
<thead>
<tr>
<th>Institutional Goals</th>
<th>Objective Types</th>
<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>08-Human Resources</td>
<td>Opportunities/Weaknesses</td>
<td>Retention</td>
</tr>
<tr>
<td>03-Technology Tools, Training and Application</td>
<td></td>
<td>Customer Service</td>
</tr>
<tr>
<td>09-Diversity</td>
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#### Tasks

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<tbody>
<tr>
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<td>No Tasks to Display</td>
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#### Assessment Measures

<table>
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<tbody>
<tr>
<td></td>
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#### Intended Results

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#### Status Reports

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<th>Date</th>
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<tbody>
<tr>
<td></td>
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#### Actual Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Actual Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>04/04/2013</td>
<td>Researched in-house programs used at other community colleges and universities and external vendor programs. Extensively reviewed demo for Workplace Answers program and provided access for College Council to review. Requested funds for program during budget hearing; if approved, will implement for 2013-2014 year.</td>
</tr>
</tbody>
</table>

#### Use of Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>04/04/2013</td>
<td>Professional development of staff and faculty, including supplement for supervisors. Professional development of the personnel office staff.</td>
</tr>
</tbody>
</table>

#### Gap Analysis

<table>
<thead>
<tr>
<th>Date</th>
<th>Gap Analysis</th>
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<tbody>
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#### SWOT

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<tr>
<td></td>
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</table>

#### Units Impacted

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<tr>
<th>Date</th>
<th>Unit Code</th>
<th>Planning Unit</th>
<th>Unit Manager</th>
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</tbody>
</table>
**Objective Description**
Redesign, reorganize and update personnel website information in order to increase functionality and enhance communication for applicants, employees and the general public.

<table>
<thead>
<tr>
<th>Institutional Goals</th>
<th>Objective Types</th>
<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>08-Human Resources</td>
<td>Opportunities/Weaknesses</td>
<td>Customer Service</td>
</tr>
<tr>
<td>03-Technology Tools, Training and Application</td>
<td></td>
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</tbody>
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<table>
<thead>
<tr>
<th>Tasks</th>
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<tbody>
<tr>
<td>Due Date</td>
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<tr>
<td>No Tasks to Display</td>
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<table>
<thead>
<tr>
<th>Assessment Measures</th>
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<tbody>
<tr>
<td>Date</td>
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<tr>
<td>No Assessment Measures to Display</td>
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<table>
<thead>
<tr>
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<tbody>
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<td>Date</td>
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<td>------</td>
</tr>
<tr>
<td>No Units Impacted to Display</td>
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</tbody>
</table>
Unit Purpose

The English as a Second Language (ESL) program is designed for adult students whose native language is not English. Instruction focuses on English Skills which will enable students to interact effectively in the community and at the workplace.

Unit Goals

<table>
<thead>
<tr>
<th>Obj ID</th>
<th>Objective</th>
<th>Objective Purpose</th>
<th>Objective Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2515</td>
<td>Improve Student Retention</td>
<td>Assessment Objective</td>
<td>Pending</td>
</tr>
</tbody>
</table>

Objective Description

Develop unique strategies that will improve ESL student retention.

Institutional Goals

<table>
<thead>
<tr>
<th>Institutional Goals</th>
<th>Objective Types</th>
<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>12-Public Relations &amp; Marketing</td>
<td>Student and Customer Outcomes</td>
<td>Retention</td>
</tr>
<tr>
<td>01-Teaching and Learning</td>
<td>Opportunities/Weaknesses</td>
<td>Customer Service</td>
</tr>
<tr>
<td>06-Community Partnerships</td>
<td></td>
<td>Innovation</td>
</tr>
<tr>
<td>07-Student Support Services</td>
<td></td>
<td></td>
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<tr>
<td>10-Fiscal Resources</td>
<td></td>
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<tr>
<td>11-Institutional Effectiveness</td>
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</tbody>
</table>

Tasks

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/14/2012</td>
<td>Complete</td>
<td>Medium</td>
<td>Collaborate to plan and implement Student Persistence Training by September 2012 for Basic Skills Instructors.</td>
</tr>
<tr>
<td>09/17/2012</td>
<td>Complete</td>
<td>Medium</td>
<td>Collaborate with UNCW to have Conversation Partners, pairing ESL students with curriculum students to learn from each other about language, culture, and programs and aid with retention.</td>
</tr>
<tr>
<td>10/17/2012</td>
<td>Complete</td>
<td>Medium</td>
<td>Showcase long-term and high-achieving ESL students with photo recognition on bulletin board and in newsletter.</td>
</tr>
<tr>
<td>10/24/2012</td>
<td>Complete</td>
<td>Medium</td>
<td>Hold an Open House for past, current, and prospective students, faculty and staff.</td>
</tr>
<tr>
<td>07/30/2012</td>
<td>Complete</td>
<td>High</td>
<td>Collaborate with LRC to present a staff training on assisting ESL students in the library: helping them feel at ease and how to communicate with low-level learners.</td>
</tr>
<tr>
<td>01/02/2013</td>
<td>Complete</td>
<td>High</td>
<td>Implement semester-long on-campus sessions during which students who pre-test at the beginning will be able to post-test at the end of session due to an increase in duration of the course (longer than the 70 hrs required in order to post-test).</td>
</tr>
<tr>
<td>03/22/2013</td>
<td>Complete</td>
<td>Medium</td>
<td>Hold a series of events to inform and engage students so that they return and refer their friends to our program. Fall event is the screening of the film &quot;La Camionetta&quot; which follows a decommissioned school bus from Pennsylvania to Guatemala where it becomes a rolling work of art for a local transit route. Spring events include a speaker from the Wilmington Fire Department's Outreach about fire safety and a speaker from the Raleigh field office of the USCIS about immigration and naturalization.</td>
</tr>
</tbody>
</table>

Assessment Measures

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>02/13/2013</td>
<td>Expected measurable outcomes include an increase in students’ attendance in class, and an increase in students achieving and completing.</td>
</tr>
<tr>
<td>Intended Results</td>
<td>Date</td>
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<tr>
<th>Status Reports</th>
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<th>Status Report</th>
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<tbody>
<tr>
<td></td>
<td>4/4/2013</td>
<td>Spring Semester ends in April and May 2013. Several new strategies have been attempted: Collaborating with LRC, instructor trainings on persistence, a photo recognition bulletin board, newsletter, Open House, semester-long classes, and a Fall Film Screening.</td>
</tr>
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<table>
<thead>
<tr>
<th>Actual Results</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>02/11/2013</td>
<td>Increased student ease of visiting CFCC library by partnering with library staff to present a workshop in customer service entitled “Improving Interactions with Spanish Speakers.” Approximately 15-20 library staff attended.</td>
</tr>
<tr>
<td></td>
<td>02/13/2013</td>
<td>Twenty-four Basic Skills Instructors attended the Student Persistence Workshop on August 24, 2012.</td>
</tr>
<tr>
<td></td>
<td>04/01/2013</td>
<td>During Fall 2012, nine ESL students in the GED Transition class were each paired with a UNCW student for English conversation, language learning, and cultural enhancement when their mutual schedules permitted. During Spring 2013, nine additional ESL students in the GED Transition class were each paired with a UNCW student for English conversation, language learning, and cultural enhancement when their mutual schedules permitted.</td>
</tr>
<tr>
<td></td>
<td>04/02/2013</td>
<td>Showcased ESL students in morning Advanced class and evening Low Intermediate class in 2 Basic Skills Newsletters and on the bulletin board/wall.</td>
</tr>
<tr>
<td></td>
<td>04/02/2013</td>
<td>Three class locations (Voces Latinas, El Puente, and Friends School of Wilmington) had potluck-style mini-open houses during Fall 2012. Spring Session at Voces Latinas had 7 new students in the Beginning class and 2 new students in the Multilevel (Low Intermediate) class. The El Puente location gained one new student Spring 2013 Session and had one former student return. The Friends School of Wilmington location gained 2 new students Spring 2013.</td>
</tr>
<tr>
<td></td>
<td>04/02/2013</td>
<td>Successfully implemented semester long (January-April) on-campus classes beginning January 2013 with a Step-Up Day for students to move up or into the program on March 11th.</td>
</tr>
<tr>
<td></td>
<td>04/03/2013</td>
<td>During Fall Session 2012, the film &quot;La Camionetta&quot; was screened for our evening on-campus classes. Approximately 80 students attended. Additionally, it was screened at Voces Latinas for the morning students and another approximately 15 students attended. During Spring Session 2013, Wendy Gianinni-King from the Wilmington Fire Department presented to 3 classes of morning students (approx. 25 students) and 6 classes of evening students (approx. 60 students) about fire safety. Another outreach team from the WFD visited an off-campus class (approx. 6 students) to present about fire safety. These community-building presentations generated student interest in fire safety, the fire-fighting profession, and the importance of English and ESL classes.</td>
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| Print Date: | Wednesday, March 12, 2014 | Page 229 of 356 |
**Objective Description**
Develop unique strategies that will improve ESL student recruitment.

**Institutional Goals**
- 12-Public Relations & Marketing
- 01-Teaching and Learning
- 07-Student Support Services
- 10-Fiscal Resources
- 11-Institutional Effectiveness

**Objective Types**
- Student and Customer Outcomes
- Opportunities/Weaknesses

**Strategic Initiatives**
- Customer Service
- Innovation

**Tasks**

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/10/2012</td>
<td>Complete</td>
<td>Medium</td>
<td>Partner with other areas of the College to develop new marketing strategies for the ESL program.</td>
</tr>
<tr>
<td>10/24/2012</td>
<td>Complete</td>
<td>Medium</td>
<td>Host an Open House for past, present, and prospective ESL students, faculty and staff.</td>
</tr>
<tr>
<td>03/11/2013</td>
<td>Complete</td>
<td>Medium</td>
<td>Get student buy-in to market the ESL program with testimonials. Have Advanced students speak to a Beginner class as to what they have gone through and achieved.</td>
</tr>
<tr>
<td>07/06/2012</td>
<td>Complete</td>
<td>Medium</td>
<td>Send email blast and mailings about Fall registration and classes to pertinent recipients in email and rolodex files.</td>
</tr>
</tbody>
</table>

**Assessment Measures**

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>04/05/2013</td>
<td>Successful student recruitment can be measured by an increase in new students to the program.</td>
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**Intended Results**

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</thead>
<tbody>
<tr>
<td>07/11/2012</td>
<td>Expect to generate interest in our Fall registration and classes due to email blast and mailings.</td>
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</table>

**Status Reports**

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<tbody>
<tr>
<td>4/4/2013</td>
<td>Spring Semester ends in April and May 2013. So far, ESL has partnered with other College departments, like Continuing Education and the LRC. An Open House was held for instructors and students.</td>
</tr>
</tbody>
</table>
Actual Results

04/03/2013
Fall 2012 enrollment (465) was up 2.4% from the Spring 2012 enrollment (454).
Fall 2012 enrollment (465) was up 8.6% from previous Fall 2011 enrollment (425).

04/03/2013
Developed Vocational ESL (Vocational Skills for the Non-Native English Speaker) class curriculum by partnering with Continuing Education. Only 2 of 5 pre-registered and 15 interested students showed up for the class, so it was canceled.

Increased student interest in English, ESL program and speaking skills by partnering with UNCW's Spanish Dept. to have Conversation Partners for Advanced and GED Transition class ESL students. Nine ESL students were successfully paired during the Fall 2012 session and an additional nine ESL students were successfully paired during the Spring 2013 session.

Increased student ease of visiting CFCC library by partnering with library staff to present a workshop in customer service entitled "Improving Interactions with Spanish Speakers." Approximately 15-20 library staff attended.

04/03/2013
Three class locations (Voces Latinas, El Puente, and Friends School of Wilmington) had potluck-style mini-open houses during Fall 2012. Spring Session at Voces Latinas had 7 new students in the Beginning class and 2 new students in the Multilevel (Low Intermediate) class. The El Puente location gained one new student Spring 2013 Session and had one former student return. The Friends School of Wilmington location gained 2 new students Spring 2013.

04/03/2013
In preparation for Step-Up Day (3/11/13), Advanced and GED Transition class ESL students spoke to students in the Low Intermediate and Beginning classes. Several students at each level successfully moved up into the next-leveled class on March 11th. Eight students were eligible to move up into the GED Transition class, and a new class was opened on Tu/Th nights on-campus.

Use of Results

Date Use of Results
No Use of Results to Display

Gap Analysis

Date: Gap Analysis:
No Gap Analysis to Display

SWOT

Date SWOT Description:
No SWOT to Display

Units Impacted

Date Unit Code Planning Unit Unit Manager
No Units Impacted to Display
**Objective**

Increase student transferable job skills

**Objective Purpose**

Assessment Objective

**Objective Status**

Complete

**Objective Description**

Partner with other areas of the college and other community organizations to offer ESL students transferable job skills, computer, organizational skills, and language skills.

<table>
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<tr>
<th>Institutional Goals</th>
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<tbody>
<tr>
<td>07-Student Support Services</td>
<td>Student and Customer Outcomes</td>
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**Tasks**

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<th>Priority</th>
<th>Task</th>
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<tbody>
<tr>
<td>10/10/2012</td>
<td>Complete</td>
<td>Medium</td>
<td>Partner with Continuing Education to suggest a Vocational ESL class that would provide vocabulary and procedures used in various vocational courses such as cosmetology, landscaping, customer service, etc.</td>
</tr>
<tr>
<td>09/20/2012</td>
<td>Complete</td>
<td>Medium</td>
<td>Partner with Trista Nicosia in the Spanish Department at CFCC and Amanda Boomershine in the Spanish Department at UNCW to match curriculum students in Spanish classes with interested ESL students for conversation partners meeting at least 1 hr/wk and up to 30 hrs total for language improvement and community building.</td>
</tr>
<tr>
<td>04/15/2013</td>
<td>Complete</td>
<td>Medium</td>
<td>Strengthen partnership with Cape Fear Literacy Council by arranging a meeting of Basic Skills staff with Literacy Council staff. Further strengthen partnership with CFLC by attending monthly tutoring trainings that they hold.</td>
</tr>
</tbody>
</table>

**Assessment Measures**

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<tr>
<th>Date</th>
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<tbody>
<tr>
<td>04/05/2013</td>
<td>An increase in student transferable job skills can be measured by the number of students getting jobs and getting work promotions.</td>
</tr>
</tbody>
</table>

**Intended Results**

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</thead>
<tbody>
<tr>
<td>04/05/2013</td>
<td>We intend to see more of our students gaining computer skills, organizational skills, language skills, and other transferable job skills.</td>
</tr>
</tbody>
</table>

**Status Reports**

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<tr>
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</thead>
<tbody>
<tr>
<td>4/4/2013</td>
<td>Currently, we are partnering with the UNCW Spanish Dept. to match students with conversation partners (for English and Spanish conversation). We strengthened our relationship with Cape Fear Literacy Council. The Continuing Education class of Vocational ESL did not have enough students enroll and was canceled.</td>
</tr>
<tr>
<td>9/11/2012</td>
<td>Brought information to on-campus High Intermediate, Advanced, and GED Transition classes about morning and evening Vocational ESL classes. Student interest was higher for the daytime class. Five students pre-registered. Two students came to the first class. The class was canceled due to low student attendance and will be considered again once there are 15 interested students.</td>
</tr>
<tr>
<td>7/10/2012</td>
<td>Met with Cont Ed Director, HRD Coordinator, and Instructor to plan class which will be called Vocational Skills for Non-Native English Speakers. It will be a 10 wk course open to High Intermediate and above ESL students. This course will be offered Tu/Th from Sept. 6-Nov. 13 with one section offered in the morning 9:30am-12:00pm and one section offered in the evening 6:30-9:00pm. Students who qualify will be able to have the $120 fee waived through HRD. Students will be able to obtain the vocabulary necessary for a variety of fields including: automotive technology, certified nursing assistant, child development, computer information systems, customer service, horticulture, hospitality (hotel &amp; restaurant), office systems and travel &amp; tourism. They will also experience real-world work and college situations, such as working as a member of a team, solving problems, using the telephone, training others, using computer programs and the internet, and keeping records.</td>
</tr>
</tbody>
</table>
Actual Results

Date: 02/26/2013
Actual Results: Developed Vocational ESL (Vocational Skills for the Non-Native English Speaker) class curriculum by partnering with Continuing Education. Only 2 of 5 pre-registered and 15 interested students showed up for the class, so it was canceled.

Date: 04/04/2013
Actual Results: During Fall 2012, nine ESL students in the GED Transition class were each paired with a UNCW student for English conversation, language learning, and cultural enhancement when their mutual schedules permitted.
During Spring 2013, nine additional ESL students in the GED Transition class were each paired with a UNCW student for English conversation, language learning, and cultural enhancement when their mutual schedules permitted.

Date: 04/04/2013
Actual Results: Students are now being referred to the the Cape Fear Literacy Council at a greater rate. We mention their services at our ESL Registration/Orientation, and we refer those needing additional help with writing, additional tutoring, and those wanting more hours due to their schedule to the Cape Fear Literacy Council.

Date: 04/05/2013
Actual Results: Fall 2012, we began partnering with Catholic Charities to provide local monthly job lists to our instructors to pass on to their students. We also began promoting their services which include assisting students with resume writing and interviewing skills.

Date: 04/05/2013
Actual Results: During Spring Session 2013, Wendy Gianinni-King from the Wilmington Fire Department presented to 3 classes of morning students (approx. 25 students) and 6 classes of evening students (approx. 60 students) about fire safety. Another outreach team from the WFD visited an off-campus class (approx. 6 students) to present about fire safety. One morning student was actively recruited for an EMT position, and approx. 5 evening students were interested in pursuing paid fire fighter work for the WFD which offers full employment training.

Use of Results

Date: No Use of Results to Display

Gap Analysis

Date: No Gap Analysis to Display

SWOT

Date: No SWOT to Display

Units Impacted

Date: No Units Impacted to Display
Objective Description
Renew collaboration with Cape Fear Literacy Council to better address students' educational needs.

Assessment Measures
02/13/2013 Expected measureable outcomes include an increase of students utilizing the resouces of both CFCC and CFLC and an increase in students achieving and completing due to one-on-one tutored offered by CFLC.

Intended Results
04/05/2013 We expect that more students will be concurrently enrolled in CFCC and CFLC program; therefore having their educational needs better assessed and met.

Actual Results
04/04/2013 Students are now being referred to the the Cape Fear Literacy Council at a greater rate. We mention their services at our ESL Registration/Orientation, and we refer those needing additional help with writing, additional tutoring, and those wanting more hours due to their schedule to the Cape Fear Literacy Council. This has been a great success. In collaboration with the Cape Fear Literacy Council and CFCC ESL, there have been tutor trainings, staff meetings, newsletter collaborations, and site visits.

Use of Results
No Use of Results to Display
### Gap Analysis

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<thead>
<tr>
<th>Date</th>
<th>Gap Analysis</th>
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### SWOT

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<th>Date</th>
<th>SWOT Description</th>
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### Units Impacted

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<th>Date</th>
<th>Unit Code</th>
<th>Planning Unit</th>
<th>Unit Manager</th>
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No Units Impacted to Display
**Objective Description**
Launch WebAttendance for ESL Instructors in order to streamline the workflow and reduce errors.

<table>
<thead>
<tr>
<th>Institutional Goals</th>
<th>Objective Types</th>
<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-Institutional Effectiveness</td>
<td>Opportunities/Weaknesses</td>
<td>Performance Measures Compliance</td>
</tr>
<tr>
<td>03-Technology Tools, Training and Application</td>
<td></td>
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</tr>
</tbody>
</table>

**Tasks**

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>02/14/2013</td>
<td>Complete</td>
<td>High</td>
<td>Utilize WebAttendance for all ESL class attendances beginning in January 2013. Train and monitor instructors with the WebAttendance software.</td>
</tr>
</tbody>
</table>

**Assessment Measures**

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>02/13/2013</td>
<td>The expected measureable outcome is fewer closed class packets will come back for error correction.</td>
</tr>
</tbody>
</table>

**Intended Results**

<table>
<thead>
<tr>
<th>Date</th>
<th>Intended Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>04/05/2013</td>
<td>Intended results include streamlining the workflow and reducing errors.</td>
</tr>
</tbody>
</table>

**Status Reports**

<table>
<thead>
<tr>
<th>Date</th>
<th>Status Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/4/2013</td>
<td>The data as to the number of class packets coming back for error correction will be available once the classes end in April and May 2013.</td>
</tr>
</tbody>
</table>

**Actual Results**

<table>
<thead>
<tr>
<th>Date</th>
<th>Actual Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>04/04/2013</td>
<td>January and February 2013--100% of ESL instructors were trained in WebAttendance</td>
</tr>
<tr>
<td></td>
<td>All ESL teachers/classes now use WebAttendance. The number of instructor errors have decreased and workflow and efficiency has increased.</td>
</tr>
</tbody>
</table>

**Use of Results**

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**Gap Analysis**

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**SWOT**

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<td>No Units Impacted to Display</td>
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</table>
**Objective Description**
Increase expand training opportunities for instructors such that most instructors will complete the on-line course: Orientation to Basic Skills in NC On-Line Course, and some instructors will additionally complete at least one credentialing course of the 7 available.

<table>
<thead>
<tr>
<th>Institutional Goals</th>
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<tbody>
<tr>
<td>01-Teaching and Learning</td>
<td>Opportunities/Weaknesses</td>
<td>Performance Measures Compliance</td>
</tr>
<tr>
<td>04-Learning Resources</td>
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<td>Innovation</td>
</tr>
<tr>
<td>11-Institutional Effectiveness</td>
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<td>Retention</td>
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<td></td>
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<td>Completions</td>
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<tr>
<th>Tasks</th>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>06/30/2013</td>
<td>In Progress</td>
<td>High</td>
<td>All ESL Instructors will be given the opportunity to take the on-line course: Orientation to Basic Skills in NC On-Line Course.</td>
</tr>
<tr>
<td></td>
<td>06/30/2013</td>
<td>In Progress</td>
<td>Medium</td>
<td>Offer to those ESL Instructors that have completed the Orientation to Basic Skills in NC On-Line Course, the opportunity to complete at least one of seven additional credentialing courses.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Assessment Measures</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>02/27/2013</td>
<td>80% or more of the ESL Instructors will complete the Orientation to Basic Skills in NC On-Line Course by the end of June 2013.</td>
</tr>
<tr>
<td></td>
<td>02/27/2013</td>
<td>50% of those that have completed the on-line course will complete one or more additional credentialing courses.</td>
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<tbody>
<tr>
<td></td>
<td>02/27/2013</td>
<td>ESL Instructors will be more knowledgeable about the program, more prepared to help their students, and more skilled in the areas of Basic Skills and various specific subjects.</td>
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<tr>
<th>Status Reports</th>
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<tr>
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<tbody>
<tr>
<td></td>
<td>04/04/2013</td>
<td>As of the end of March 2013, 21 instructors/staff (80%) from ESL had completed the Orientation to Basic Skills in NC On-Line Course. Another 2 current instructors, 2 new instructors and 1 instructor returning to teach in May still need to take the course.</td>
</tr>
<tr>
<td></td>
<td>04/04/2013</td>
<td>By April 19th, at least 9 ESL instructors/staff who have completed the Orientation to Basic Skills in NC On-Line Course (43%) will have completed an additional credentialing course, with 3 completing more than one additional credentialing course.</td>
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<th>Use of Results</th>
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### SWOT

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### Units Impacted

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| No Units Impacted to Display |
Unit Purpose

"The English Department provides for the empowerment of students as more effective and efficient listeners, speakers, readers, writers, and critical thinkers; the enhancement of student success in other courses, in jobs and careers; and the facilitation of students’ connectedness of self and others for the appreciation and understanding of diversity."

Unit Goals

<table>
<thead>
<tr>
<th>Obj ID</th>
<th>Objective</th>
<th>Objective Purpose</th>
<th>Objective Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2661</td>
<td>Retention</td>
<td>Assessment Objective</td>
<td>No Status</td>
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Objective Description

Students who enroll in an online or hybrid English course will be retained in the course until the end of the semester and complete the course successfully.

Tasks

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/30/2013</td>
<td>In Progress</td>
<td>High</td>
<td>The English Department will collect baseline data on all online and hybrid courses. The English Department will determine the completion rate of students in all online and hybrid courses in the following way: 1. Those who complete an online or hybrid developmental course with a C or better will be considered successful completers. 2. Those who complete an online or hybrid curricular course with a D or better will be considered successful completers.</td>
</tr>
</tbody>
</table>

Assessment Measures

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/01/2012</td>
<td>Eighty percent of students enrolled in an online or hybrid English course will be retained in the course until the end of the semester and complete the course successfully.</td>
</tr>
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Intended Results

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Status Reports

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Actual Results

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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>01/17/2014</td>
<td>The English Department received data from the DL Department on retention in all DL classes. The data is based on a definition of retention as active participation, not of grade earned. According to the DL Department members, in Fall 2012, 79.2% of students enrolled in online and hybrid English classes remained active participants through the end of the semester. In Spring 2013, 81.78% of students enrolled in online and hybrid English classes remained active participants through the end of the semester. The average retention rate for the 2012-2013 academic year is 80.76%</td>
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**Use of Results**

<table>
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</thead>
<tbody>
<tr>
<td>01/17/2014</td>
<td>The English Department is going to pursue more specific data on retention (active participation through the end of the course) and success rates.</td>
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</tbody>
</table>

**Gap Analysis**

- **Date:** Gap Analysis:
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**SWOT**

- **Date:** SWOT Description:
  - No SWOT to Display

**Units Impacted**

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</thead>
<tbody>
<tr>
<td>10/01/2012</td>
<td>52801</td>
<td>Distance Learning</td>
<td>Davis-Shannon, Brandon</td>
</tr>
<tr>
<td>10/01/2012</td>
<td>51201</td>
<td>English Department</td>
<td>Lahnstein, Jill</td>
</tr>
</tbody>
</table>
**Objective Description**
English 111 students will demonstrate competent critical thinking according to the QEP Assessment Team's critical thinking rubric.

<table>
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<tr>
<th>Institutional Goals</th>
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<tbody>
<tr>
<td>01-Teaching and Learning</td>
<td>Student and Customer Outcomes</td>
<td>Critical Thinking - QEP</td>
</tr>
</tbody>
</table>

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<tr>
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<tbody>
<tr>
<td></td>
<td>09/30/2013</td>
<td>In Progress</td>
<td>High</td>
<td>In Fall 2012, the English Department will choose three random artifacts from the Common Writing unit in each section of English 111 and submit them to the QEP Assessment Team.</td>
</tr>
</tbody>
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</tr>
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<tbody>
<tr>
<td></td>
<td>10/01/2012</td>
<td>Eighty percent of student artifacts will be deemed competent in critical thinking by the QEP Assessment Team.</td>
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<tbody>
<tr>
<td></td>
<td>01/17/2014</td>
<td>According to the QEP Assessment Team, 44% of the student artifacts from the English 111 Common Writing were deemed competent.</td>
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</thead>
<tbody>
<tr>
<td></td>
<td>01/17/2014</td>
<td>The English Department will modify the Common Writing Unit to include a process-oriented essay instead of an in-class essay. The new approach will allow students to devote more time to writing concerns and critical thinking.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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<tr>
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<th>Unit Manager</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10/01/2012</td>
<td>51280</td>
<td>Quality Enhancement Plan</td>
<td>Chaffin, Jason</td>
</tr>
</tbody>
</table>
**Objective Description**

Students who complete ACA will report feeling more prepared to take hybrid and online courses in the future and more comfortable in an online setting.

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<td>Customer Service</td>
</tr>
<tr>
<td>05-Distance Learning</td>
<td>Opportunities/Weaknesses</td>
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<tr>
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<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>09/30/2012</td>
<td>In Progress</td>
<td>High</td>
<td>The Coordinator for ACA and Developmental English and Reading will create and administer an online survey to ACA students in Fall 2012 and Spring 2013 in order to gauge students' knowledge and comfort levels.</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Assessment Measures</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10/01/2012</td>
<td>Eighty percent of students enrolled in ACA will report feeling more prepared to take hybrid and online courses in the future and more comfortable in an online setting.</td>
</tr>
</tbody>
</table>

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<tbody>
<tr>
<td></td>
<td>01/17/2014</td>
<td>The English Department did not collect this data because the position of ACA Coordinator was vacant for an entire semester. Furthermore, plans were underway to reassign the scheduling and development of ACA courses to another planning unit.</td>
</tr>
</tbody>
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<tbody>
<tr>
<td></td>
<td>01/17/2014</td>
<td>ACA has been reassigned to another planning unit.</td>
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<td></td>
<td></td>
<td>No SWOT to Display</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Units Impacted</th>
<th>Date</th>
<th>Unit Code</th>
<th>Planning Unit</th>
<th>Unit Manager</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

No Units Impacted to Display
Unit Code: 60700  Planning Unit: Enrollment Management  Unit Manager: Kasyan, Linda

Unit Purpose

"The purpose of the Enrollment Management office is to serve the students and the community by coordinating procedures related to student recruitment activities, advising prospective and current students in admissions requirements and individual program requirements, and receiving and processing admissions and residency applications. The Office also provides various Federal and State agencies with student enrollment data related to these activities. The purpose of the Registrars office is to serve the students and employees of the College by maintaining permanent student records in compliance with FERPA regulations, processing registration data and grade reports, documenting student data for audit purposes, verifying graduate readiness, and coordinating successful graduation exercises."

Unit Goals

<table>
<thead>
<tr>
<th>Obj ID</th>
<th>Objective</th>
<th>Objective Purpose</th>
<th>Objective Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2495</td>
<td>ACT Test Score Upload</td>
<td>Assessment Objective</td>
<td>Not Started</td>
</tr>
</tbody>
</table>

Objective Description

Upload and process ACT test scores electronically.

**Institutional Goals**
07-Student Support Services

**Objective Types**
Student and Customer Outcomes

**Strategic Initiatives**
Customer Service

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>05/01/2013</td>
<td>Incomplete</td>
<td>High</td>
<td>Develop procedures and process necessary for ACT test scores to be uploaded into Matrix and Datatel automatically.</td>
</tr>
</tbody>
</table>

**Assessment Measures**

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>05/01/2013</td>
<td>Weekly reports to verify ACT scores have been successfully uploaded.</td>
</tr>
</tbody>
</table>

**Intended Results**

<table>
<thead>
<tr>
<th>Date</th>
<th>Intended Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>05/01/2013</td>
<td>Improve efficiency and accuracy for entering ACT test scores into student records.</td>
</tr>
</tbody>
</table>

**Status Reports**

<table>
<thead>
<tr>
<th>Date</th>
<th>Status Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/25/2013</td>
<td>Researched ACT and other colleges for processes and procedures for importing test scores. Importing would be done manually and more time consuming to manage than manually keying the data as it is mailed to the College. None of the other colleges are considering this process. Therefore, this goal is not feasible at this time.</td>
</tr>
</tbody>
</table>

**Actual Results**

<table>
<thead>
<tr>
<th>Date</th>
<th>Actual Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>03/25/2013</td>
<td>This goal is not feasible so there are no results to report.</td>
</tr>
</tbody>
</table>

**Use of Results**

<table>
<thead>
<tr>
<th>Date</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>05/24/2012</td>
<td>Complete student's record in a more timely manner.</td>
</tr>
</tbody>
</table>
### Gap Analysis

<table>
<thead>
<tr>
<th>Date</th>
<th>Gap Analysis:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No Gap Analysis to Display</td>
</tr>
</tbody>
</table>

### SWOT

<table>
<thead>
<tr>
<th>Date</th>
<th>SWOT Description:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No SWOT to Display</td>
</tr>
</tbody>
</table>

### Units Impacted

<table>
<thead>
<tr>
<th>Date</th>
<th>Unit Code</th>
<th>Planning Unit</th>
<th>Unit Manager</th>
</tr>
</thead>
<tbody>
<tr>
<td>05/24/2012</td>
<td>60400</td>
<td>Career and Testing Services</td>
<td>Pittman, Patrick</td>
</tr>
<tr>
<td>05/24/2012</td>
<td>20200</td>
<td>Information Technology Services</td>
<td>De Souza, Wellington</td>
</tr>
</tbody>
</table>
**Objective Description**

Increase the number of students accepted to the College.

<table>
<thead>
<tr>
<th>Institutional Goals</th>
<th>Objective Types</th>
<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>07-Student Support Services</td>
<td>Student and Customer Outcomes</td>
<td>Customer Service</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>05/05/2013</td>
<td>In Progress</td>
<td>Medium</td>
<td>Send emails and post cards to applicants encouraging them to submit the required documentation to complete their admissions records.</td>
<td></td>
</tr>
<tr>
<td>01/13/2013</td>
<td>Incomplete</td>
<td>Medium</td>
<td>Conduct video conferencing and/or discussion boards with applicants to assist in completing their admissions records.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment Measures</th>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>05/01/2013</td>
<td>Weekly reports of accepted students will be generated to compare numbers to previous semesters.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intended Results</th>
<th>Date</th>
<th>Intended Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>05/01/2013</td>
<td>The number of applicants who complete their admissions records will increase.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Status Reports</th>
<th>Date</th>
<th>Status Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/25/2013</td>
<td>Weekly reports were generated to compare statistics from the previous year to those of the current year.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Actual Results</th>
<th>Date</th>
<th>Actual Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>03/25/2013</td>
<td>No substantial increase in the number of accepted and registered students was noted. Will look into implementing a CRM (customer relations management) system to promote the College admissions process better.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Use of Results</th>
<th>Date</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>05/01/2013</td>
<td>Increase student enrollment.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gap Analysis</th>
<th>Date:</th>
<th>Gap Analysis:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No Gap Analysis to Display</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>SWOT</th>
<th>Date:</th>
<th>SWOT Description:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No SWOT to Display</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Units Impacted</th>
<th>Date</th>
<th>Unit Code</th>
<th>Planning Unit</th>
<th>Unit Manager</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/07/2012</td>
<td>60700</td>
<td>Enrollment Management</td>
<td>Kasyan, Linda</td>
<td></td>
</tr>
<tr>
<td>06/07/2012</td>
<td>20200</td>
<td>Information Technology Services</td>
<td>De Souza, Wellington</td>
<td></td>
</tr>
</tbody>
</table>
**Obj ID** 2498  
**Objective** Enrollment Increase  
**Objective Purpose** Assessment Objective  
**Objective Status** Incomplete  

**Objective Description**
Increase the number of students registered for classes.

<table>
<thead>
<tr>
<th>Institutional Goals</th>
<th>Objective Types</th>
<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>07-Student Support Services</td>
<td>Opportunities/Weaknesses</td>
<td>Customer Service</td>
</tr>
<tr>
<td></td>
<td>Student and Customer Outcomes</td>
<td></td>
</tr>
</tbody>
</table>

**Tasks**

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>05/01/2013</td>
<td>In Progress</td>
<td>High</td>
<td>Send regular emails and post cards to students to encourage them to register early for classes.</td>
</tr>
</tbody>
</table>

**Assessment Measures**

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>05/24/2012</td>
<td>Weekly reports to determine number of students who have registered for classes.</td>
</tr>
</tbody>
</table>

**Intended Results**

<table>
<thead>
<tr>
<th>Date</th>
<th>Intended Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>05/01/2013</td>
<td>Increase enrollment in curriculum classes.</td>
</tr>
</tbody>
</table>

**Status Reports**

<table>
<thead>
<tr>
<th>Date</th>
<th>Status Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/25/2013</td>
<td>The number of registered students was documented weekly during registration periods and compared with the figures from the same weeks of the previous year.</td>
</tr>
</tbody>
</table>

**Actual Results**

<table>
<thead>
<tr>
<th>Date</th>
<th>Actual Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>03/25/2013</td>
<td>The number of registered students stayed relatively the same. We are currently researching and implementing a CRM (customer service management) system to improve registration numbers.</td>
</tr>
</tbody>
</table>

**Use of Results**

<table>
<thead>
<tr>
<th>Date</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>05/01/2013</td>
<td>Continue enrollment growth at the College.</td>
</tr>
</tbody>
</table>

**Gap Analysis**

<table>
<thead>
<tr>
<th>Date</th>
<th>Gap Analysis:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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**SWOT**

<table>
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<tr>
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<tbody>
<tr>
<td></td>
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**Units Impacted**

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<thead>
<tr>
<th>Date</th>
<th>Unit Code</th>
<th>Planning Unit</th>
<th>Unit Manager</th>
</tr>
</thead>
<tbody>
<tr>
<td>05/24/2012</td>
<td>60500</td>
<td>Records and Registration</td>
<td>Farinholt, Phil</td>
</tr>
</tbody>
</table>
Unit Purpose

Provide direction for repairs, renovations, capital improvements, and construction projects to meet the current and physical requirements for campus facilities; and provide a well-maintained educational environment for the Colleges faculty, staff, and students.

Unit Goals

<table>
<thead>
<tr>
<th>Obj ID</th>
<th>Objective</th>
<th>Objective Purpose</th>
<th>Objective Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2698</td>
<td>Union Station Building Acceptance</td>
<td>Assessment Objective</td>
<td>Incomplete</td>
</tr>
</tbody>
</table>

Objective Description

Grant unrestricted SCO occupancy of the Union Station Building

<table>
<thead>
<tr>
<th>Institutional Goals</th>
<th>Objective Types</th>
<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>02-Facilities</td>
<td>Student and Customer Outcomes</td>
<td>Facilities</td>
</tr>
<tr>
<td>03-Technology Tools, Training and Application</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Tasks

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
<th>Status Report</th>
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<tbody>
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Assessment Measures

<table>
<thead>
<tr>
<th>Date</th>
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<tbody>
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Intended Results

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Status Reports

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Use of Results

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<th>Use of Results</th>
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</table>

Gap Analysis

<table>
<thead>
<tr>
<th>Date</th>
<th>Gap Analysis</th>
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</table>

Print Date: Wednesday, March 12, 2014
### SWOT

<table>
<thead>
<tr>
<th>Date</th>
<th>SWOT Description:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>No SWOT to Display</td>
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</table>

### Units Impacted

<table>
<thead>
<tr>
<th>Date</th>
<th>Unit Code</th>
<th>Planning Unit</th>
<th>Unit Manager</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No Units Impacted to Display</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Print Date: Wednesday, March 12, 2014
**Obj ID** 2700  
**Objective** complete "P"-building renovation  
**Objective Purpose** Assessment Objective  
**Objective Status** Incomplete

**Objective Description**
complete the exterior and interior renovation of P-building

<table>
<thead>
<tr>
<th>Institutional Goals</th>
<th>Objective Types</th>
<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>02-Facilities</td>
<td>Opportunities/Weaknesses</td>
<td>Facilities</td>
</tr>
</tbody>
</table>

**Tasks**
- Due Date | Status | Priority | Task
- No Tasks to Display

**Assessment Measures**
- Date | Assessment Measure
- No Assessment Measures to Display

**Intended Results**
- Date | Intended Results
- 03/26/2013  
  Intended result is to relocate maintenance and custodian staff out of the old Cosmetology building which is owned by city of Wilmington. Cosmetology can be quickly reverted to city in the event they ask for the building back.

**Status Reports**
- Date | Status Report
- 3/26/2013  
  Exterior renovation was completed in January. Internal renovation was started in late January. Interior walls complete in Feb.

**Actual Results**
- Date | Actual Results
- No Actual Results to Display

**Use of Results**
- Date | Use of Results
- No Use of Results to Display

**Gap Analysis**
- Date | Gap Analysis
- No Gap Analysis to Display

**SWOT**
- Date | SWOT Description
- No SWOT to Display

**Units Impacted**
- Date | Unit Code | Planning Unit | Unit Manager
- No Units Impacted to Display
Unit Purpose

The Film and Video Production Technologies program (FVP) is dedicated to offering students the training needed to gain a professional skill-set, therefore becoming a viable source for movies and television shows needing crew personnel. The Purpose of the FVP program is to involve all students in every facet of producing moving picture, and telling visual stories. In doing this we introduce our students to every conceivable job offered in the motion picture industry, and help them pursue a desired career path.

Unit Goals

<table>
<thead>
<tr>
<th>Obj ID</th>
<th>Objective</th>
<th>Objective Purpose</th>
<th>Objective Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2590</td>
<td>Expand teaching facilities to accommodate student growth</td>
<td>Assessment Objective</td>
<td>Complete</td>
</tr>
</tbody>
</table>

Objective Description

An assessment will be conducted on current teaching facilities which were sufficient when program began; however, with the expansion of the program the lack of facilities is adversely affecting the teaching environment.

<table>
<thead>
<tr>
<th>Institutional Goals</th>
<th>Objective Types</th>
<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>02-Facilities</td>
<td>Student and Customer Outcomes</td>
<td>Facilities</td>
</tr>
<tr>
<td>01-Teaching and Learning</td>
<td></td>
<td>Customer Service</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>12/10/2012</td>
<td>In Progress</td>
<td>Medium</td>
<td>Assess current use of allocated space based upon current and projected equipment, storage and student development needs.</td>
</tr>
<tr>
<td></td>
<td>01/04/2013</td>
<td>In Progress</td>
<td>Medium</td>
<td>Determine potential sites to accommodate projected space and design needs.</td>
</tr>
<tr>
<td></td>
<td>03/01/2013</td>
<td>In Progress</td>
<td>Medium</td>
<td>Provide recommendation to Department Chair on needs and projected budget costs to meet the objective.</td>
</tr>
</tbody>
</table>

Assessment Measures

No Assessment Measures to Display

Intended Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Intended Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/13/2012</td>
<td>Our intention is to give the FVP department space to accommodate our current student population as well as have room to grow</td>
</tr>
</tbody>
</table>

Status Reports

<table>
<thead>
<tr>
<th>Date</th>
<th>Status Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/13/2012</td>
<td>Began putting a sq. footage design together</td>
</tr>
</tbody>
</table>

Actual Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Actual Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/29/2013</td>
<td>While an assessment was done that determined the need for additional space, due to budget consideration no action was taken to procure leased space. There is an ongoing effort to reconfigure current FVP space to provide a more professional and accommodating work and instructions area for instructors and students.</td>
</tr>
</tbody>
</table>
### Use of Results

**Date**: Use of Results

No Use of Results to Display

### Gap Analysis

**Date**: Gap Analysis

No Gap Analysis to Display

### SWOT

**Date**: SWOT Description

No SWOT to Display

### Units Impacted

<table>
<thead>
<tr>
<th>Date</th>
<th>Unit Code</th>
<th>Planning Unit</th>
<th>Unit Manager</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

No Units Impacted to Display
**Objective Description**

Movie Magic is an industry standard budgeting and scheduling software package which students need to be marketable to potential employers. This software is being provided at no cost to CFCC by industry officials. This software will supplement software packages that students are currently trained.

<table>
<thead>
<tr>
<th>Institutional Goals</th>
<th>Objective Types</th>
<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>01-Teaching and Learning</td>
<td>Student and Customer Outcomes</td>
<td>Customer Service</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Innovation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Critical Thinking - QEP</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Completions</td>
</tr>
</tbody>
</table>

**Tasks**

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/19/2012</td>
<td>In Progress</td>
<td>High</td>
<td>Build on relationship with Entertainment Partners the parent company of Movie Magic software and develop “fair use” agreement between CFCC and Entertainment Partners to use the software for training purposes.</td>
</tr>
<tr>
<td>10/31/2012</td>
<td>In Progress</td>
<td>High</td>
<td>Work with CFCC IT Services on signing of agreement with Entertainment Partners.</td>
</tr>
<tr>
<td>11/30/2012</td>
<td>Incomplete</td>
<td>High</td>
<td>Install Movie Magic software on CFCC PC’s and implement teaching of the product into the classroom.</td>
</tr>
</tbody>
</table>

**Assessment Measures**

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/18/2012</td>
<td>All students enrolled in FVP238 receive training on Movie Magic software.</td>
</tr>
</tbody>
</table>

**Intended Results**

<table>
<thead>
<tr>
<th>Date</th>
<th>Intended Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/18/2012</td>
<td>Provide all students enrolled in FVP238 training on Movie Magic industry standard software.</td>
</tr>
</tbody>
</table>

**Status Reports**

<table>
<thead>
<tr>
<th>Date</th>
<th>Status Report</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No Status Reports to Display</td>
</tr>
</tbody>
</table>

**Actual Results**

<table>
<thead>
<tr>
<th>Date</th>
<th>Actual Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/29/2013</td>
<td>The Movie Magic software was obtained and installed and is being used in FVP238.</td>
</tr>
</tbody>
</table>

**Use of Results**

<table>
<thead>
<tr>
<th>Date</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No Use of Results to Display</td>
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</tbody>
</table>

**Gap Analysis**

<table>
<thead>
<tr>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>No Gap Analysis to Display</td>
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</tbody>
</table>

**SWOT**

<table>
<thead>
<tr>
<th>Date</th>
<th>SWOT Description</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>No SWOT to Display</td>
</tr>
<tr>
<td>Units Impacted</td>
<td></td>
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<tr>
<td>---------------</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Unit Code</td>
</tr>
<tr>
<td>No Units Impacted to Display</td>
<td></td>
</tr>
</tbody>
</table>
Objective Description

The Film and Video Program is currently experiencing a rate of graduation for Film & Video students that can be improved upon. It is the objective to conduct an assessment of the issues related to the graduation rate during the upcoming two semesters to establish a plan to improve the graduation rate.

Objective Description

The Film and Video Program is currently experiencing a rate of graduation for Film & Video students that can be improved upon. It is the objective to conduct an assessment of the issues related to the graduation rate during the upcoming two semesters to establish a plan to improve the graduation rate.

Institutional Goals

- 07-Student Support Services
- Objective Types: Opportunities/Weaknesses
- Strategic Initiatives: Completions, Customer Service

Tasks

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/10/2012</td>
<td>In Progress</td>
<td>Low</td>
<td>Have all students complete a written survey related to issues that affect their ability to graduate from the program.</td>
</tr>
<tr>
<td>04/01/2013</td>
<td>In Progress</td>
<td>Low</td>
<td>Conduct follow-up personal interviews with 10-15% of students currently enrolled in the program to determine issues that affect their ability to graduate.</td>
</tr>
<tr>
<td>07/01/2013</td>
<td>In Progress</td>
<td>Low</td>
<td>Submit recommendations to Department Chair to improve graduation rate for students within the Film &amp; Video program.</td>
</tr>
</tbody>
</table>

Assessment Measures

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/20/2012</td>
<td>Current graduation rates and survey/interview results.</td>
</tr>
</tbody>
</table>

Intended Results

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<tr>
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<tbody>
<tr>
<td>09/20/2012</td>
<td>Develop plan to improve graduation rate of Film &amp; Video students.</td>
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<table>
<thead>
<tr>
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</tr>
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<tbody>
<tr>
<td>09/04/2013</td>
<td>Instructors and counselors have talked with students to determine reasons for current low graduation rate. One of the major reasons is that students take specific classes that give them the skills necessary to obtain employment in the industry without completion of their degree. A restructuring of the course sequence is being considered to have the students further along in the program when they attain industry acceptable skill levels. This will provide an incentive for students to complete their degrees when they see that graduation is within an acceptable time frame. Instructors will guide students into the core academic classes before putting them in advanced FVP classes in future semesters to get students closer to meeting graduation requirements. Counselors will work with instructors in this goal. This objective will be continued into the 13/14 SPOL reporting period.</td>
</tr>
</tbody>
</table>

Use of Results

<table>
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<tr>
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<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/04/2013</td>
<td>The information obtained will be used in an effort to increase the current graduation rate by 10% by Spring 2015.</td>
</tr>
</tbody>
</table>

Gap Analysis

<table>
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<tr>
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<tbody>
<tr>
<td></td>
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SWOT

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Units Impacted

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</tbody>
</table>
Unit Purpose

The purpose of the Financial Aid Office is to provide financial aid services to assist students obtain the funding necessary to meet their educational objectives. The purpose of the Veterans Center is to assist students in making the transition from military to academic life and receiving entitled veterans educational benefits. Staff focus is on establishing aid and benefits eligibility, awarding all available funding to eligible students while complying with appropriate regulations, providing guidance to students and family members, and advocating on behalf of students.

Unit Goals

<table>
<thead>
<tr>
<th>Obj ID</th>
<th>Objective</th>
<th>Objective Purpose</th>
<th>Objective Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2491</td>
<td>Develop Student Self-Help Skills</td>
<td>Assessment Objective</td>
<td>Complete</td>
</tr>
</tbody>
</table>

Objective Description

Institutional Goals

- 07-Student Support Services
- 01-Teaching and Learning

Objectives Types

- Student and Customer Outcomes

Strategic Initiatives

- Customer Service
- Innovation
- Critical Thinking - QEP

Tasks

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/29/2012</td>
<td>Complete</td>
<td>High</td>
<td>Develop a hand out for students and parents attending new student orientation that explains the processes and information available on the CFCC Financial Aid web site. Develop a poster that explains the processes and information available on the CFCC Financial Aid web site. Both the poster and the hand out will provide instructions on how to apply for financial aid, follow up for missing documents, and view financial aid awards electronically.</td>
</tr>
</tbody>
</table>

Assessment Measures

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>05/25/2012</td>
<td>Monitor walk-in traffic and incoming phone calls to determine if more students are completing required tasks electronically and determining answers to basic questions from information provided on the Financial Aid web site.</td>
</tr>
</tbody>
</table>

Intended Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Intended Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/31/2012</td>
<td>&quot;Look before you ask&quot;...increase student self-sufficiency in planning and paying for college. Fewer visitors in the office, fewer incoming phone calls, less staff time spent researching and answering basic questions.</td>
</tr>
</tbody>
</table>
### Status Reports

<table>
<thead>
<tr>
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<th>Status Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/25/2012</td>
<td>&quot;Don't Stand In Line, Go Online&quot; posters are displayed in high traffic areas within the Student Development area.</td>
</tr>
<tr>
<td></td>
<td>&quot;Don't Stand In Line, Go Online&quot; hand outs will be included in new student orientation packets for both students and parents.</td>
</tr>
</tbody>
</table>

### Actual Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Actual Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/27/2013</td>
<td>&quot;Don't Stand in Line, Go Online&quot; hand outs were included in new student orientation packets. Posters were displayed in high traffic areas within the Student Services area at both the Wilmington and North campuses. Hand outs were available outside the Wilmington financial aid office. The initiative did not seem to decrease the number of visitors to the Financial Aid Office. We tracked 13,980 visitors between January 2 and June 26, 2013.</td>
</tr>
</tbody>
</table>

### Use of Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/27/2013</td>
<td>The initiative was not successful in accomplishing the intended results.</td>
</tr>
</tbody>
</table>

### Gap Analysis

<table>
<thead>
<tr>
<th>Date: Gap Analysis:</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Gap Analysis to Display</td>
</tr>
</tbody>
</table>

### SWOT

<table>
<thead>
<tr>
<th>Date: SWOT Description:</th>
</tr>
</thead>
<tbody>
<tr>
<td>No SWOT to Display</td>
</tr>
</tbody>
</table>

### Units Impacted

<table>
<thead>
<tr>
<th>Date: Unit Code Planning Unit Unit Manager</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Units Impacted to Display</td>
</tr>
</tbody>
</table>
Obj ID | Objective | Objective Purpose | Objective Status
2501 | Maintain Compliance with Federal Regulations Governing the FWS Program | Assessment Objective | Incomplete

Objective Description
Increase knowledge of Federal Work Study policies and procedures for program participants.

<table>
<thead>
<tr>
<th>Institutional Goals</th>
<th>Objective Types</th>
<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-Institutional Effectiveness</td>
<td>Legislative Mandate</td>
<td>Customer Service</td>
</tr>
<tr>
<td>07-Student Support Services</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Tasks

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/31/2012</td>
<td>In Progress</td>
<td>Medium</td>
<td>Create online FWS resources:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1. An employment orientation tutorial for student employees.</td>
</tr>
</tbody>
</table>

Assessment Measures

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>05/25/2012</td>
<td>Less staff time spent providing basic FWS information and instruction to student employees and supervisors.</td>
</tr>
</tbody>
</table>

Intended Results

<table>
<thead>
<tr>
<th>Date</th>
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</tr>
</thead>
<tbody>
<tr>
<td>10/31/2012</td>
<td>Provide basic information on FWS policies and procedures electronically, thereby reducing staff time explaining the same to individual student employees and supervisors.</td>
</tr>
<tr>
<td></td>
<td>Conformity of information.</td>
</tr>
<tr>
<td></td>
<td>“24/7” availability of information.</td>
</tr>
</tbody>
</table>

Status Reports

<table>
<thead>
<tr>
<th>Date</th>
<th>Status Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/1/2012</td>
<td>Information on the FWS program added to the Financial Aid Website:</td>
</tr>
<tr>
<td></td>
<td>- Eligibility requirements.</td>
</tr>
<tr>
<td></td>
<td>- Request to hire student employee form.</td>
</tr>
<tr>
<td></td>
<td>- Available positions.</td>
</tr>
<tr>
<td></td>
<td>- Tutorials (power point format) for both supervisors and student employees, which addressed terms and conditions of employment, employer expectations, and inappropriate behavior.</td>
</tr>
</tbody>
</table>

Actual Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Actual Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/27/2013</td>
<td>The Financial Aid Website provides clear, concise, consistent information regarding the FWS program.</td>
</tr>
</tbody>
</table>

Use of Results

<table>
<thead>
<tr>
<th>Date</th>
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</tr>
</thead>
<tbody>
<tr>
<td>06/27/2013</td>
<td>Students and supervisors are directed to the Financial Aid Website for basic information and forms, eliminating the need to visit the Office.</td>
</tr>
</tbody>
</table>
### Gap Analysis

<table>
<thead>
<tr>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td></td>
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### SWOT

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### Units Impacted

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<tbody>
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</table>

No Units Impacted to Display
Unit Purpose

The purpose of the Fire and Rescue Training Division is to provide quality up-to-date training in the areas of fire, rescue and emergency management. The primary purposes of the function are: to identify, plan, organize and deliver training in the field of fire, rescue, emergency management and NIMS; to oversee operations and maintenance of the Safety Training Center, including communication and coordination with our partners (New Hanover County Fire Service and Wilmington Fire Department) regarding STC activities; and to oversee NC Emergency Management grant funds sub-granted to Cape Fear Community College.

Unit Goals

<table>
<thead>
<tr>
<th>Obj ID</th>
<th>Objective</th>
<th>Objective Purpose</th>
<th>Objective Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2701</td>
<td>Market &amp; promote FAST training program</td>
<td>Assessment Objective</td>
<td>Incomplete</td>
</tr>
</tbody>
</table>

Objective Description

Institutional Goals

<table>
<thead>
<tr>
<th>Institutional Goals</th>
<th>Objective Types</th>
<th>Strategic Initiatives</th>
</tr>
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<tbody>
<tr>
<td>01-Teaching and Learning</td>
<td>Production</td>
<td>Customer Service</td>
</tr>
<tr>
<td>05-Distance Learning</td>
<td>Student and Customer Outcomes</td>
<td></td>
</tr>
</tbody>
</table>

Tasks

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/01/2012</td>
<td>Complete</td>
<td>High</td>
<td>First Fire Alarm System Training (FAST) class graduated 9 students in September 2012.</td>
</tr>
<tr>
<td>12/03/2012</td>
<td>Complete</td>
<td>High</td>
<td>Attend association meetings and market FAST training programs online and through associations.</td>
</tr>
<tr>
<td>01/01/2013</td>
<td>In Progress</td>
<td>High</td>
<td>Two online FAST programs - one hybrid and one online only - are in progress. Both will be completed on April 20, 2013.</td>
</tr>
<tr>
<td>04/22/2013</td>
<td>In Progress</td>
<td>High</td>
<td>Another FAST program is scheduled to begin on April 22, 2013. As of April 3, 2013, 14 students are registered for the upcoming class.</td>
</tr>
<tr>
<td>11/01/2012</td>
<td>Complete</td>
<td>High</td>
<td>CFCC Instructor Paul Inferrera invited and attended national ASCET (American Society of Certified Engineering Technicians) Conference to present on new FAST program for their members. This conference provided for national exposure for our program.</td>
</tr>
</tbody>
</table>

Assessment Measures

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| Units Impacted |  |  |  |
|----------------|----------------|
| Date           | Unit Code | Planning Unit | Unit Manager |
|                | No Units Impacted to Display |
**Objective Description**

Continue work towards completion of exterior burn pad permanent gas hookups and industrial prop for firefighter, hazardous materials and industry training.

**Institutional Goals**
- 01-Teaching and Learning

**Objective Types**
- Production
- Student and Customer Outcomes

**Strategic Initiatives**
- Customer Service
- Retention
- Facilities

**Tasks**

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/05/2012</td>
<td>Complete</td>
<td>High</td>
<td>Vehicle training prop was delivered and new operator training was conducted. Jenkins Gas Company contacted. Gas lines/hook-ups were repaired and prop is ready for operation.</td>
</tr>
<tr>
<td>06/30/2013</td>
<td>In Progress</td>
<td>Medium</td>
<td>Continue pursuing funds for purchase of exterior LP Gas training prop designed for industry training.</td>
</tr>
</tbody>
</table>

**Assessment Measures**

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>04/03/2013</td>
<td>Procurement, delivery and installation complete. Staff operational training session held. Classes began utilizing in October 2012.</td>
</tr>
</tbody>
</table>

**Intended Results**

<table>
<thead>
<tr>
<th>Date</th>
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**Status Reports**

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**Actual Results**

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**Use of Results**

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**Gap Analysis**

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**SWOT**

<table>
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<tr>
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<tbody>
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</table>

**Units Impacted**

<table>
<thead>
<tr>
<th>Date</th>
<th>Unit Code</th>
<th>Planning Unit</th>
<th>Unit Manager</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No Units Impacted to Display</td>
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<td></td>
</tr>
</tbody>
</table>
Unit Purpose
The Fire Protection Technology curriculum is designed to supply students with the technical, administrative and professional knowledge and training to facilitate decision making in matters concerning the fire and emergency services.

Unit Goals

<table>
<thead>
<tr>
<th>Obj ID</th>
<th>Objective</th>
<th>Objective Purpose</th>
<th>Objective Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2592</td>
<td>Improve Discussion Board Participation</td>
<td>Assessment Objective</td>
<td>Complete</td>
</tr>
</tbody>
</table>

Objective Description
Improve students’ participation in the discussion board so instructor can observe their level of understanding of the topics/concepts that changes every unit. A higher level of engagement by students in the discussion board is expected to result in improved learning, retention and completion rates based on the body of research regarding the positive results of student engagement.

Institutional Goals

<table>
<thead>
<tr>
<th>Objective Types</th>
<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student and Customer Outcomes</td>
<td>Critical Thinking - QEP</td>
</tr>
<tr>
<td>Opportunities/Weaknesses</td>
<td>Customer Service</td>
</tr>
<tr>
<td>SACS Compliance</td>
<td>Retention</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategic Initiatives</th>
<th>Critical Thinking - QEP</th>
<th>Customer Service</th>
<th>Retention</th>
<th>Completions</th>
</tr>
</thead>
<tbody>
<tr>
<td>01-Teaching and Learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>03-Technology Tools, Training and Application</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>04-Learning Resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Tasks

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/31/2012</td>
<td>In Progress</td>
<td>High</td>
<td>Incorporate test information from the discussion board to increase student participation.</td>
</tr>
</tbody>
</table>

Assessment Measures

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/18/2012</td>
<td>90% of students will respond accurately to material that is posted to the discussion board by either the instructor or students.</td>
</tr>
<tr>
<td>09/18/2012</td>
<td>A higher % of students will be retained at the end of the semester as a result of increased engagement in the discussion board activities.</td>
</tr>
</tbody>
</table>

Intended Results

<table>
<thead>
<tr>
<th>Date</th>
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</tr>
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<tbody>
<tr>
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</table>

Status Reports

<table>
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<tr>
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<tbody>
<tr>
<td></td>
<td>No Status Reports to Display</td>
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</table>

Actual Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Actual Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/04/2013</td>
<td>Exam questions containing material taken from discussion board topics were answered 100% by all students in the class.</td>
</tr>
</tbody>
</table>

Use of Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/04/2013</td>
<td>To continue to encourage discussion board engagement to ensure that material is understood by students.</td>
</tr>
</tbody>
</table>
### Gap Analysis

**Date:**  
No Gap Analysis to Display

### SWOT

**Date**  **SWOT Description:**  
No SWOT to Display

### Units Impacted

<table>
<thead>
<tr>
<th>Date</th>
<th>Unit Code</th>
<th>Planning Unit</th>
<th>Unit Manager</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

No Units Impacted to Display
**Objective Description**

Improve student awareness of career preparedness and/or career advancement within the fire service. By demonstrating a solid understanding of career opportunities, employer expectations and the hiring/selection process, students will be better prepared to face the highly competitive selection process within the fire service. This objective will be addressed in FIP 120 - Introduction to Fire Protection.

**Institutional Goals**

- 01-Teaching and Learning
- 07-Student Support Services
- 12-Public Relations & Marketing

**Objective Types**

- Student and Customer Outcomes
- Opportunities/Weaknesses

**Strategic Initiatives**

- Customer Service
- Retention
- Critical Thinking - QEP
- Completions

**Tasks**

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>05/31/2013</td>
<td>In Progress</td>
<td>High</td>
<td>Students will prepare a two - three page paper outlining their plan to meet employment requirements and/or promotional requirements within the fire service. The plan will include education, certification, physical.</td>
</tr>
<tr>
<td>05/31/2013</td>
<td>In Progress</td>
<td>High</td>
<td>Students will contact a person presently employed within the fire service to complete their paper. This will enable the student to interact with an individual who has completed the firefighter selection/hiring process.</td>
</tr>
</tbody>
</table>

**Assessment Measures**

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>05/03/2013</td>
<td>100% of FIP 120 students will complete the career preparedness project with a grade of 84% or above</td>
</tr>
<tr>
<td>05/03/2013</td>
<td>A larger percentage of students will be retained in the FPT program due to an increased awareness of job entry requirements and expectations.</td>
</tr>
</tbody>
</table>

**Intended Results**

No Intended Results to Display

**Status Reports**

No Status Reports to Display

**Actual Results**

<table>
<thead>
<tr>
<th>Date</th>
<th>Actual Results</th>
</tr>
</thead>
</table>
| 09/04/2013 | • Eight students in class, seven submitted the assignment, one paper given a grade of “F” for plagiarism.  
• Of the six papers graded the average score was 88% - B.  
• 50% of the students from the class are still enrolled in the FIP program  
Feedback from students to the instructor was positive as all stated a project on all material covered in the class was more beneficial than choosing one specified subject. |

**Use of Results**

<table>
<thead>
<tr>
<th>Date</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/04/2013</td>
<td>Continue program growth in the future.</td>
</tr>
</tbody>
</table>

**Gap Analysis**

No Gap Analysis to Display
### SWOT

<table>
<thead>
<tr>
<th>Date</th>
<th>SWOT Description:</th>
</tr>
</thead>
<tbody>
<tr>
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### Units Impacted

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</tbody>
</table>

| No Units Impacted to Display |

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### Objective Description

Instructor will obtain North Carolina Fire Officer II Qualified Instructor (NCFOQI) certification. Through an agreement with the North Carolina Office of the State Fire Marshall and the North Carolina Community College System, students completing the course, FIP 226 Fire Officer I & II will be allowed to take the state certification exam for Fire Officer I & II, only if the instructor has obtained their NCFOQI certification.

### Tasks

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/05/2012</td>
<td>In Progress</td>
<td>High</td>
<td>Individual will pass the state certification exam administered December 5, 2012 at the Office of the State Fire Marshall in Raleigh, NC.</td>
</tr>
</tbody>
</table>

### Assessment Measures

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/05/2012</td>
<td>Individual will achieve minimum score of 80% to receive state certification</td>
</tr>
</tbody>
</table>

### Intended Results

<table>
<thead>
<tr>
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### Status Reports

<table>
<thead>
<tr>
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### Actual Results

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<thead>
<tr>
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<th>Actual Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/04/2013</td>
<td>Both the Fire Officer I and Fire Officer II qualification exams were passed on in February 2013, and I am now a certified Fire Officer I &amp; II Instructor.</td>
</tr>
</tbody>
</table>

### Use of Results

<table>
<thead>
<tr>
<th>Date</th>
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### Gap Analysis

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### SWOT

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**Print Date:** Wednesday, March 12, 2014  
**Page 268 of 356**
**Unit Code:** 40300  
**Planning Unit:** Food Services  
**Unit Manager:** Meserole, Brooke

## Unit Purpose
Provide quality cafeteria services and vending products in a cost effective manner by proactive management of these outsourced services.

## Unit Goals
- Request proposals for new COFFEE SHOP OPERATIONS AGREEMENT.

<table>
<thead>
<tr>
<th>Obj ID</th>
<th>Objective</th>
<th>Objective Purpose</th>
<th>Objective Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2666</td>
<td>Union Station Coffee Shop RFP</td>
<td>Budget Objective</td>
<td>Not Started</td>
</tr>
</tbody>
</table>

### Objective Description
Do research in preparation for requesting proposals to operate the cafe planned for the Union Station Building. This will be a fourth auxiliary services contract to administer in addition to the the cafeterias, drink vending, and snack vending.

### Institutional Goals
- 10-Fiscal Resources

### Objective Types
- Student and Customer Outcomes

### Strategic Initiatives
- Customer Service

### Tasks
<table>
<thead>
<tr>
<th>Due Date</th>
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<th>Priority</th>
<th>Task</th>
<th>Budget Amount</th>
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### Assessment Measures
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### Status Reports
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### Actual Results
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### Use of Results
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### Gap Analysis
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### SWOT
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<table>
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<tr>
<th>Units Impacted</th>
<th>Date</th>
<th>Unit Code</th>
<th>Planning Unit</th>
<th>Unit Manager</th>
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<tbody>
<tr>
<td>No Units Impacted to Display</td>
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</tbody>
</table>
### Unit Purpose

Heavy Equipment and Transport Technology / Marine Systems Concentration curriculum provides training for individuals interested in becoming technicians which service and maintain the propulsion systems of boats and other types of marine and industrial and trucking industries.

### Unit Goals

<table>
<thead>
<tr>
<th>Obj ID</th>
<th>Objective</th>
<th>Objective Purpose</th>
<th>Objective Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2546</td>
<td>Marine Engines</td>
<td>Assessment Objective</td>
<td>Complete</td>
</tr>
</tbody>
</table>

#### Objective Description

Students will learn the fundamentals of marine based exhaust systems and how they are effected by new EPA standards.

#### Institutional Goals

<table>
<thead>
<tr>
<th>Institutional Goals</th>
<th>Objective Types</th>
<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>01-Teaching and Learning</td>
<td>Opportunities/Weaknesses</td>
<td>Critical Thinking - QEP</td>
</tr>
</tbody>
</table>

#### Tasks

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Incomplete</td>
<td>High</td>
<td>2a. Students will be required to research marine diesel exhaust systems EPA regulations.</td>
</tr>
<tr>
<td></td>
<td>Incomplete</td>
<td>Medium</td>
<td>2b. Students will be required to give a presentation on the information obtained.</td>
</tr>
</tbody>
</table>

#### Assessment Measures

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/16/2012</td>
<td>2a. 95% of the HEATT/Marine Concentration students will show proficiency in this task.</td>
</tr>
<tr>
<td>08/16/2012</td>
<td>2b. 95% of the HEATT/Marine Concentration students will show proficiency in this task.</td>
</tr>
</tbody>
</table>

#### Intended Results

No Intended Results to Display

#### Status Reports

No Status Reports to Display

#### Actual Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Actual Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>03/28/2013</td>
<td>2a. 95% of the HEATT/Marine Concentration students researched how EPA regulations have effected the diesel industry.</td>
</tr>
<tr>
<td>03/28/2013</td>
<td>2b. 95% of the HEATT/Marine Concentration students gave a presentation on the information they found and listed pros and cons of after treatment systems.</td>
</tr>
</tbody>
</table>

#### Use of Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>03/28/2013</td>
<td>We were able to aquire a new enough truck for our class so the students are now able to get hands on training for these systems.</td>
</tr>
</tbody>
</table>
### Gap Analysis

**Date:**  
Gap Analysis:  
No Gap Analysis to Display

### SWOT

<table>
<thead>
<tr>
<th>Date</th>
<th>SWOT Description:</th>
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<tbody>
<tr>
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</table>

### Units Impacted

<table>
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</thead>
<tbody>
<tr>
<td></td>
<td>No Units Impacted to Display</td>
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<td></td>
</tr>
</tbody>
</table>

Print Date:  Wednesday, March 12, 2014
Obj ID | Objective | Objective Purpose | Objective Status
--- | --- | --- | ---
2548 | Diesel Engines | Assessment Objective | Complete

**Objective Description**

Students will be required to properly diagnose low engine compression.

<table>
<thead>
<tr>
<th>Institutional Goals</th>
<th>Objective Types</th>
<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>01-Teaching and Learning</td>
<td>Opportunities/Weaknesses</td>
<td>Critical Thinking - QEP</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Incomplete</td>
<td>High</td>
<td>1a. Students will be required to be able to diagnose low engine compression using an engine compression gauge.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Incomplete</td>
<td>High</td>
<td>2a. Students will be required to properly repair low engine compression and explain why it occurred.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment Measures</th>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>08/16/2012</td>
<td>1a. 95% of the HEATT/Marine Concentration students will show proficiency in this task.</td>
</tr>
<tr>
<td></td>
<td>08/16/2012</td>
<td>2a. 95% of the HEATT/Marine Concentration students will show proficiency in this task.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intended Results</th>
<th>Date</th>
<th>Intended Results</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>No Intended Results to Display</td>
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<table>
<thead>
<tr>
<th>Status Reports</th>
<th>Date</th>
<th>Status Report</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>No Status Reports to Display</td>
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<table>
<thead>
<tr>
<th>Actual Results</th>
<th>Date</th>
<th>Actual Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>03/28/2013</td>
<td>1a. 95% of the HEATT/Marine Concentration students showed they were able to perform this task. Through hands on activities.</td>
</tr>
<tr>
<td></td>
<td>03/28/2013</td>
<td>2a. 95% of the HEATT/Marine Concentration students where able to list the possible causes of low compression to an instructor or advisory member.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Use of Results</th>
<th>Date</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>03/28/2013</td>
<td>Purchase of multiple compression gauge sets. More shop space would allow more time for hands on testing.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gap Analysis</th>
<th>Date:</th>
<th>Gap Analysis:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>No Gap Analysis to Display</td>
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<table>
<thead>
<tr>
<th>SWOT</th>
<th>Date</th>
<th>SWOT Description:</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>No SWOT to Display</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Units Impacted</th>
<th>Date</th>
<th>Unit Code</th>
<th>Planning Unit</th>
<th>Unit Manager</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

No Units Impacted to Display
**Objective Description**

Students will be required to properly lift an engine assembly as per OEM standards.

### Institutional Goals

<table>
<thead>
<tr>
<th>Objective Types</th>
<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>01-Teaching and Learning</td>
<td>Critical Thinking - QEP</td>
</tr>
</tbody>
</table>

### Objective Types

<table>
<thead>
<tr>
<th>Objective Purpose</th>
<th>Objective Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Objective</td>
<td>Complete</td>
</tr>
</tbody>
</table>

### Tasks

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Incomplete</td>
<td>High</td>
<td>3a. Students will be required to follow OEM lifting standards and practices required for proper engine lifting.</td>
</tr>
<tr>
<td></td>
<td>Incomplete</td>
<td>High</td>
<td>3b. Students will demonstrate how to properly lift an engine assembly to be viewed by instructor and advisory member.</td>
</tr>
</tbody>
</table>

### Assessment Measures

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/16/2012</td>
<td>3a. 95% of the HEATT/Marine Concentration students will show proficiency in this task.</td>
</tr>
<tr>
<td>08/16/2012</td>
<td>3b. 95% of the HEATT/Marine Concentration students will show proficiency in this task.</td>
</tr>
</tbody>
</table>

### Intended Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Intended Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No Intended Results to Display</td>
</tr>
</tbody>
</table>

### Status Reports

<table>
<thead>
<tr>
<th>Date</th>
<th>Status Report</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No Status Reports to Display</td>
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</tbody>
</table>

### Actual Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Actual Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>03/28/2013</td>
<td>3a. 100% of the HEATT/Marine Concentration students showed proper lifting practices and were able to successfully lift and move a diesel engine.</td>
</tr>
<tr>
<td>03/28/2013</td>
<td>3b. 100% of the HEATT/Marine Concentration students will showed proficiency in this task.</td>
</tr>
</tbody>
</table>

### Use of Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>03/28/2013</td>
<td>New lifting straps were acquired and put to use during the hands on testing for safe practices.</td>
</tr>
</tbody>
</table>

### Gap Analysis

<table>
<thead>
<tr>
<th>Date</th>
<th>Gap Analysis:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No Gap Analysis to Display</td>
</tr>
</tbody>
</table>

### SWOT

<table>
<thead>
<tr>
<th>Date</th>
<th>SWOT Description:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No SWOT to Display</td>
</tr>
</tbody>
</table>

### Units Impacted

<table>
<thead>
<tr>
<th>Date</th>
<th>Unit Code</th>
<th>Planning Unit</th>
<th>Unit Manager</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No Units Impacted to Display</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Unit Purpose

"The HRM curriculum prepares students to understand and apply the administrative and practical skills needed for supervisory and managerial positions in hotels, motels, resorts, inns, restaurants, institutions, and clubs. Upon completion graduates should qualify for supervisory or entry-level management positions in food and lodging including, front office, reservations, housekeeping, purchasing, dining room, and marketing."

Unit Goals

<table>
<thead>
<tr>
<th>Obj ID</th>
<th>Objective</th>
<th>Objective Purpose</th>
<th>Objective Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2616</td>
<td>Quality of Instruction- Students will be satisfied with instructors, facilities and courses</td>
<td>Assessment Objective</td>
<td>Complete</td>
</tr>
</tbody>
</table>

Objective Description

Students will be satisfied with the quality of instruction in the Hospitality Management Program provided by FT instructors and adjuncts. They will be satisfied with courses, and facilities.

Institutional Goals

<table>
<thead>
<tr>
<th>Objective Types</th>
<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student and Customer Outcomes</td>
<td>Accreditation Compliance</td>
</tr>
<tr>
<td></td>
<td>Customer Service</td>
</tr>
<tr>
<td></td>
<td>Performance Measures Compliance</td>
</tr>
<tr>
<td></td>
<td>Retention</td>
</tr>
<tr>
<td></td>
<td>Facilities</td>
</tr>
</tbody>
</table>

Tasks

Due Date | Status | Priority | Task
---|---|---|---
No Tasks to Display

Assessment Measures

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>05/31/2013</td>
<td>HRM 275 Leadership Course received most notably low(er) than other courses though not unsatisfactory numerical scores and most comments indicating dissatisfaction with text and course in general. As a result of feedback during course, several texts were taken for students consideration and one was chosen for this year with their input with additional work booklet on critical thinking about career. HRM 275 Scores will be examined for an increase from 50% of the class finding the course to be Good or Excellent to 75% of the class or higher. Identically, Scores will be increased from 50% of the class finding the text to be good or excellent to 75%. Scores will be increased from 78% of the class finding instruction to be good or excellent to 100%.</td>
</tr>
<tr>
<td>06/30/2013</td>
<td>Most course comments and evaluations cited poor scores for supporting materials. It is thought it is time to update visual aids, including media and for instructors, where feasible to add blackboard resources to their courses. Budgets allowing, instructors will be asked to seek current videos, and blackboard enhancements to their courses. Improvements will be measured by Going from 7% &quot;poor&quot; in HRM 245 and 8% in HRM 280 to 0% poor in either course through upgrade of materials for these core curriculum courses. Additionally, HRM 215 will go from 10% poor to 0% for resources (helpful to have monitor in Warwick building classroom- may be part of issue) for this core curriculum course.</td>
</tr>
</tbody>
</table>
### Status Reports

<table>
<thead>
<tr>
<th>Date</th>
<th>Status Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/6/2013</td>
<td>Students in 275 report satisfaction with (new) primary text. Responses to secondary text are mixed. Students suggested that, due to brevity of primary text, a secondary text which is a biography (or book report to select one) of a successful hospitality leader (or similar vein) could be assigned as a report topic.</td>
</tr>
</tbody>
</table>

### Actual Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Actual Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/06/2013</td>
<td>Evaluation measurement tool has been changed college wide. Measurement is not consistent with previous years and results were not available due to policy of not releasing results when fewer than six responses were available. Information on HRM 275 was gathered through classroom discussion.</td>
</tr>
</tbody>
</table>

### Use of Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/06/2013</td>
<td>Instructor will again request a monitor or alternate classroom for HRM 215. Instructor/s of HRM 245 and HRM 280 are being strongly urged to use Blackboard enhancements. HRM 275 chosen for pilot course design improvement</td>
</tr>
</tbody>
</table>

### SWOT

<table>
<thead>
<tr>
<th>Date</th>
<th>SWOT Description:</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/06/2013</td>
<td>S-HRM 275 appears to be improving in terms of the positive response to the primary text book W-The optimal secondary textbook or book choices have not been determined. The primary text is of insufficient length to be adequate for a sixteen week, three credit course even with the class project. O-Pilot program in course development is being offered which instructor has enrolled in, selecting HRM 275 to be developed T-The course may develop a poor reputation with students and, as an elective, have difficulty attracting sufficient numbers to roster</td>
</tr>
</tbody>
</table>

### Units Impacted

<table>
<thead>
<tr>
<th>Date</th>
<th>Unit Code</th>
<th>Planning Unit</th>
<th>Unit Manager</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/25/2012</td>
<td>52607</td>
<td>Hotel and Restaurant Management</td>
<td>Withrow, Diane</td>
</tr>
</tbody>
</table>
**Objective Description**

Students in the Hospitality Management Program will be technically proficient as measured by passing rates and average scores on the competency and certification exams provided by the National Restaurant Association and American Hotel and Lodging Association.

**Institutional Goals**

- 01-Teaching and Learning
- 03-Technology Tools, Training and Application
- 04-Learning Resources
- 05-Distance Learning
- 12-Public Relations & Marketing

**Objective Types**

- Student and Customer Outcomes

**Strategic Initiatives**

- Performance Measures Compliance
- Accreditation Compliance
- Customer Service
- Retention
- Critical Thinking - QEP
- Completions

### Tasks

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/26/2012</td>
<td>In Progress</td>
<td>Medium</td>
<td>Instructors will be consulted for courses that bear monitoring. Scores from previous year were acceptable in terms of pass rates and averages. In cases where they were not (HRM 215 and HRM 275) Course competency exam was removed permanently from exam roster by accrediting agency- 215 and competency text was replaced as it was discovered to have been written for Senior University or Graduate School level market, explaining why our students had performed poorly and experienced frustration with course. This year, is the first year of the second edition of the National Restaurant Association MangeFirst Competency texts. HRM Lead Instructor assisted with the writing of all exams and development of competencies. These are new exams and will be monitored for results and trends.</td>
</tr>
</tbody>
</table>

### Assessment Measures

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/23/2013</td>
<td>Competency exam results from Fall and Spring semesters will be examined for trends and goals set accordingly for 2013-14. This goals is required for CHRIE accreditation for two year Hospitality education programs.</td>
</tr>
</tbody>
</table>

### Intended Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Intended Results</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>No Intended Results to Display</td>
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</table>

### Status Reports

<table>
<thead>
<tr>
<th>Date</th>
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<tbody>
<tr>
<td></td>
<td>No Status Reports to Display</td>
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</tbody>
</table>

### Actual Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Actual Results</th>
</tr>
</thead>
</table>
| 09/06/2013 | *ACC 175 had 100% pass rate with an average score of 70/80 or 87.5% (retired Jim Dishaw)  
HRM 124 had 60% pass rate with an average score of 39/50 or 78% (Diane Withrow)  
*HRM 220/A had 92% pass rate with an average score of 68/80 or 85% (Jim Dishaw)  
HRM 220/AI1 had 57% pass rate with an average score of 56/80 or 69% (Pam Carroll)  
HRM 225 had 100% pass rate with an average score of 64/80 or 80% (Don McGill)  
HRM 240 had 87.5% pass rate with an average score of 63/80 or 78% (Jim Dishaw)  
*HRM 245 had 100% pass rate with an average score of 73/80 or 91% (Jim Dishaw)  
HRM 260 had 83% pass rate with an average score of 61/80 or 76% (Don McGill)  
HRM 280 had 100% pass rate with an average score of 71/80 or 89% (Jim Dishaw)  
multiple sections weighted together |
<table>
<thead>
<tr>
<th>Date</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/06/2013</td>
<td>Jim Dishaw is to be commended for his excellent job in preparing students to perform well in competency certification exams. HRM 124 and instructors taking over Jim’s courses will be monitored for their performance against his standard. HRM 124 is a first year, first semester course. The notes and exams have been revised for Fall 2013 and one textbook has been omitted which was not part of the competency exam and in fact, the material sometimes contradicted the material in the exam.</td>
</tr>
</tbody>
</table>

**Gap Analysis**

<table>
<thead>
<tr>
<th>Date: Gap Analysis:</th>
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<tbody>
<tr>
<td>No Gap Analysis to Display</td>
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</table>

**SWOT**

<table>
<thead>
<tr>
<th>Date</th>
<th>SWOT Description:</th>
</tr>
</thead>
</table>
| 09/06/2013 | S- Motivated instructors have 2nd edition of competency guides and ancillary materials  
W- Exceptional instructor has retired, leaving experiential hole in program  
O-Professional development can bolster skills in budding and senior instructors  
T-Current students will not have the benefit of already developed instructors, downtime is inevitable |

**Units Impacted**

<table>
<thead>
<tr>
<th>Date</th>
<th>Unit Code</th>
<th>Planning Unit</th>
<th>Unit Manager</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Units Impacted to Display</td>
<td></td>
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</tbody>
</table>
**Objective Description**

Employers will be satisfied with students performance in the workplace as evidenced by cooperative education visit feedback, evaluation and Advisory Board meeting.

Measurement of employer satisfaction of student performance of one of the required measures in voluntary accreditation of 2 year Hospitality Management programs. We have not sought this due to budget constraints but do follow guidelines as though we were maintaining compliance with these standards.

### Institutional Goals

<table>
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<tr>
<th>Objective Types</th>
<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student and Customer Outcomes</td>
<td>Retention</td>
</tr>
<tr>
<td>Accreditation Compliance</td>
<td>Customer Service</td>
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<tr>
<td>Performance Measures Compliance</td>
<td>Critical Thinking - QEP</td>
</tr>
</tbody>
</table>

### Tasks

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/12/2013</td>
<td>In Progress</td>
<td>Medium</td>
<td>Maintain a high quality relationship with cooperative work experience employers in order to provide students with a high quality work experience leading to possible long term employment and/or career enhancement. To this end, simplifying and/or streamlining the process with student and employer needs in the forefront while maintaining NCCCS audit requirements are a goal of this instructor. Current process and trends of evaluations will be examined and results of site visits, evaluations an Advisory Board meetings will be processed.</td>
</tr>
</tbody>
</table>

### Assessment Measures

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/12/2013</td>
<td>Examine data from Employer Site visit and Employer Evaluation for trends on student performance for goal setting. In looking for trends from last year, scores were high, students had all been promoted to salaried management positions, setting the bar high for this year. Communication is always an area of emphasis as is education on dealing with employees with drug and alcohol issues (this industry is #1 for abuse in this area)</td>
</tr>
</tbody>
</table>

### Intended Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Intended Results</th>
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</thead>
<tbody>
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</table>

### Status Reports

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<tr>
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<tbody>
<tr>
<td>No Status Reports to Display</td>
<td></td>
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</tbody>
</table>
In a tally of employer’s midterm and final evaluation of student employees as scored on cooperative education sheet at the instructor visit and end of term evaluation some trends were noted:

At mid-term, a single score of “Average” (3 or C) was had out of 22-23 tallies in the following categories: Professional Appearance, Punctuality/Dependability, Communication Skills, Quality of Work, and Ability to take Direction from Supervisor. Notably, in the category “Leadership Ability” there were three tallies- most average/3/C scores of any mid-term category. There were no Poor or Unacceptable scores tallied in the 2012-13 academic year.

At the End of Term, all the Average tallies, save one, had moved to the “Above Average”?B/4 category. The lone holdout was a single “Professional Appearance score for a student who otherwise scored rather high elsewhere. This student, while an attractive young man, sports a casual, “surfer” beach look and accepts this assessment with an apparent lack

Communication has long been an identified weakness area which is routinely addressed with our COM requirement, classroom presentation requirements, group projects (dreaded by most) and the requirement that written work be typed, with grammar and spelling corrected and written at college level. This will continue to be a programmatic focus.

Leadership is a newer concern and addressed in a newly offered elective course, HRM 275. Certainly Leadership is also addressed through group projects, Pineapple Guild club activities, HRM 124 dining room manager rotations, HRM 215 duties in the dining room and in other course projects and activities. In HRM 280, Group Projects have historically been the meat of the course with cases in Hospitality Management Ethics forming the core of class discussions.

Both of these topics will be addressed in 2013-14 program goals in this same topic heading and through a variety of methods.

S- Students perform quite well in the workplace and receive promotions and praise, representing our program and CFCC in an outstanding fashion

W- An outstanding instructor with a depth of industry experience has retired and it will take time to bring the courses he has developed up to speed

O- Pilot course development of HRM 275 and other professional development opportunities for instructors will help to reduce the gap produced by the loss of our most seasoned and beloved instructor

T- During our building period, students may be lost and we may suffer a quality lull in the interim
Unit Purpose

"The mission of the Humanities and Fine Arts Department is to broaden students cultural awareness through the study of artistic expression, philosophical thought, religious beliefs and through exploring individual communication techniques resulting in measurably greater understanding of the world around them."

Unit Goals

<table>
<thead>
<tr>
<th>Obj ID</th>
<th>Objective</th>
<th>Objective Purpose</th>
<th>Objective Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2752</td>
<td>Oral Competency</td>
<td>Assessment Objective</td>
<td>Not Started</td>
</tr>
</tbody>
</table>

Objective Description

In order to assess the level of student Oral Competency in general education courses, subjects that require such skills will be selected and in return, will produce student artifacts (in the form of recorded speeches, etc.) that will be assessed based on a rubric that outlines specific oral competency expectations.

Institutional Goals

<table>
<thead>
<tr>
<th>Institutional Goals</th>
<th>Objective Types</th>
<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>01-Teaching and Learning</td>
<td>SACS Compliance</td>
<td>Accreditation Compliance</td>
</tr>
<tr>
<td>04-Learning Resources</td>
<td>Opportunities/Weaknesses</td>
<td>Performance Measures Compliance</td>
</tr>
<tr>
<td>11-Institutional Effectiveness</td>
<td>Student and Customer Outcomes</td>
<td>Critical Thinking - QEP</td>
</tr>
</tbody>
</table>

Tasks

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>02/28/2014</td>
<td>In Progress</td>
<td>Medium</td>
<td>Select specific classes from courses that require oral communication from students. From those classes, artifacts (in this case recordings) will be taken from the students as a way to measure and review how competent they are when compared to the oral competency rubric.</td>
</tr>
</tbody>
</table>

Assessment Measures

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>02/28/2015</td>
<td>A rubric has been established by CFCC's QEP director that hones in on skills needed to satisfy oral competency standards that have been recognized as valuable to college transfer students. Artifacts will be judged by their ability to confirm that these standards are recognizable in the participating student.</td>
</tr>
</tbody>
</table>

Intended Results

Date

No Intended Results to Display

Status Reports

Date

No Status Reports to Display

Actual Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Actual Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/01/2013</td>
<td>Rubrics were distributed and collected in classes requiring oral communication. We received 131 rubrics in all. Out of 131 students, 105 scored at or above 45 points indicating oral competency. 80.15% were at or above the set standard. 26 students, or 19.85 percent were below. These numbers indicate that we are at our goal for student oral competency.</td>
</tr>
</tbody>
</table>
**Use of Results**

<table>
<thead>
<tr>
<th>Date</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/01/2013</td>
<td>We will continue to monitor the level of oral competency skills in the future and conduct a similar survey to be sure we are maintaining a standard level of oral competency.</td>
</tr>
</tbody>
</table>

**Gap Analysis**

<table>
<thead>
<tr>
<th>Date: Gap Analysis:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No Gap Analysis to Display</td>
</tr>
</tbody>
</table>

**SWOT**

<table>
<thead>
<tr>
<th>Date</th>
<th>SWOT Description:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No SWOT to Display</td>
</tr>
</tbody>
</table>

**Units Impacted**

<table>
<thead>
<tr>
<th>Date</th>
<th>Unit Code</th>
<th>Planning Unit</th>
<th>Unit Manager</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/20/2012</td>
<td>51203</td>
<td>Humanities/Fine Arts Department</td>
<td>Guthrie, Brandon</td>
</tr>
</tbody>
</table>
**Objective Description**
Assessing the reasons affecting retention for ART-111 will continue. Data from last year's survey will influence a new set of survey questions to further identify the reasons for retention deficits.

<table>
<thead>
<tr>
<th>Institutional Goals</th>
<th>Objective Types</th>
<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>01-Teaching and Learning</td>
<td>Student and Customer Outcomes</td>
<td>Retention</td>
</tr>
<tr>
<td>03-Technology Tools, Training and Application</td>
<td>Opportunities/Weaknesses</td>
<td>Innovation</td>
</tr>
<tr>
<td>04-Learning Resources</td>
<td></td>
<td>Completions</td>
</tr>
<tr>
<td>05-Distance Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11-Institutional Effectiveness</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Tasks**

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/31/2014</td>
<td>In Progress</td>
<td>High</td>
<td>An anonymous online survey will be created and emailed to students enrolled in ART-111. 5 questions will be provided, designed to further investigate the findings of last year's questionnaire.</td>
</tr>
</tbody>
</table>

**Assessment Measures**

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>02/28/2014</td>
<td>Student survey responses will be assessed and a statement identifying factors directly linked to retention will be released. We feel that the number of students that drop or consider dropping this course is fairly high. The goal is to establish a baseline number from which to work. Our goal is that 80% of our students refrain from dropping or the consideration of dropping ART 111.</td>
</tr>
</tbody>
</table>

**Intended Results**

<table>
<thead>
<tr>
<th>Date</th>
<th>Intended Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Intended Results to Display</td>
<td></td>
</tr>
</tbody>
</table>

**Status Reports**

<table>
<thead>
<tr>
<th>Date</th>
<th>Status Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/27/2013</td>
<td>Forms have been collected and data is currently being analyzed to provide a sense of student perception as it affects retention.</td>
</tr>
</tbody>
</table>

**Actual Results**

<table>
<thead>
<tr>
<th>Date</th>
<th>Actual Results</th>
</tr>
</thead>
</table>
| 10/01/2013 | When students were surveyed on why they took the course, 61% responded that they had a passing interest in art but will not be majoring in the subject. All other responses were equally split between students taking the course as their HFA core requirement or as an elective.  
When asked why they had considered dropping the course, 41% of students surveyed did not respond or wrote in that they had not considered dropping the course. All other responses were almost equally distributed between the course being harder than they expected, personal issues, and a perception that they did not need the course.  
When asked the reasons why they would like to take another art class at CFCC, 61% of students responded that their interest in art had increased during the course of the semester. 16% responded that classes were conveniently scheduled when they needed to take a course, 11% responded that the knowledge gained seemed to be useful in other classes, and 5% stated that faculty stimula. |
Use of Results

10/01/2013

It appears that students take ART 111 out of personal interest mainly. Students also take the course as an HFA core requirement and as an elective. As a result, enrollment will most certainly remain high in these courses, justifying a focus on retention.

It appears that just over half of all ART 111 students consider dropping the course at some point. Difficulty level and personal issues rank among the highest responses. We will use this data to determine if our course materials including the textbook required is at a reading level equivalent to where are students are. ART 111 does not have a pre-requisite, and while we do not want to decrease the rigor of any course, perhaps the content can be delivered in a way that is more effective for our demographic.

Interest in art appears to increase significantly during the course which is a good indicator that the course is effective and that the content and/or delivery does not directly affect retention.

One concern is that many students responded negatively to the online format of this course. As a departmental goal, we have decided to identify best practices that result in student success for distance learning courses and implement them across the board as a way to maintain quality online education.

41% have not considered dropping, 39% less than our goal for the future.

Gap Analysis

Date: Gap Analysis:

No Gap Analysis to Display

SWOT

Date SWOT Description:

No SWOT to Display

Units Impacted

Date Unit Code Planning Unit Unit Manager
01/10/2013 51203 Humanities/Fine Arts Department Guthrie, Brandon
**Objective Description**
Students attending a forum dealing with civility will show improvement in their ability to think critically concerning this increasingly complex issue.

### Institutional Goals
<table>
<thead>
<tr>
<th>Objective Types</th>
<th>Objective Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>01-Teaching and Learning</td>
<td>Strategic Initiatives</td>
</tr>
<tr>
<td>06-Community Partnerships</td>
<td>Critical Thinking - QEP</td>
</tr>
<tr>
<td>11-Institutional Effectiveness</td>
<td>Retention</td>
</tr>
</tbody>
</table>

### Objective Description
A questionnaire designed to rate student learning outcomes will be distributed and completed by students in attendance. Questionnaires will be collected and tabulated in an effort to measure the efficacy of public forums to engage critical thinking skills of students.

### Assessment Measures
<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>03/31/2014</td>
<td>Eighty percent of students attending a forum on Civility will be able to identify how their critical thinking process has been enhanced by attending the forum.</td>
</tr>
</tbody>
</table>

### Intended Results
No Intended Results to Display

### Status Reports
No Status Reports to Display

### Actual Results
<table>
<thead>
<tr>
<th>Date</th>
<th>Actual Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/02/2013</td>
<td>Survey's conducted during the Fall 2012 forum &quot;Why Vote&quot; produced a positive response in critical thinking of 74%, 6% below our goal. The Spring 2013 Forum &quot;Philanthropy&quot; produced a positive response in critical thinking of 81%, an increase of 7%. This positive rise in critical thinking awareness from students shows a promising increase in student and faculty focus directed toward critical thinking.</td>
</tr>
</tbody>
</table>

### Use of Results
<table>
<thead>
<tr>
<th>Date</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/02/2013</td>
<td>Forum's and those faculty coordinating such efforts will continue to challenge the student body and help them focus their efforts toward thinking critically about topics of debate.</td>
</tr>
</tbody>
</table>

### Units Impacted
<table>
<thead>
<tr>
<th>Date</th>
<th>Unit Code</th>
<th>Planning Unit</th>
<th>Unit Manager</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/11/2013</td>
<td>51203</td>
<td>Humanities/Fine Arts Department</td>
<td>Guthrie, Brandon</td>
</tr>
</tbody>
</table>
Unit Purpose

To promote availability of fully trained entry level maintenance technicians.

Unit Goals

<table>
<thead>
<tr>
<th>Obj ID</th>
<th>Objective</th>
<th>Objective Purpose</th>
<th>Objective Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2490</td>
<td>Blue Print Reading</td>
<td>Assessment Objective</td>
<td>Complete</td>
</tr>
</tbody>
</table>

Objective Description

Students will accomplish a 3 view drawing of a metal project to be completed in the MNT 131 class.

Institutional Goals

<table>
<thead>
<tr>
<th>Objective Types</th>
<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opportunities/Weaknesses</td>
<td>Critical Thinking - QEP</td>
</tr>
</tbody>
</table>

Tasks

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/14/2012</td>
<td>Complete</td>
<td>Medium</td>
<td>1. Students will draw a 3 view drawing of a metal project.</td>
</tr>
<tr>
<td>12/14/2012</td>
<td>Complete</td>
<td>Medium</td>
<td>2. Students will transfer the drawing to the metal project.</td>
</tr>
</tbody>
</table>

Assessment Measures

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/12/2012</td>
<td>1. 85% of the students will be capable of laying out the metal transfer in a manner that will ensure accurate placement of all holes and edges. Assessment will be by a machining program instructor.</td>
</tr>
<tr>
<td>12/14/2012</td>
<td>2. 100% of students will accomplish the drawing of a simple metal project that will be used to teach milling, filing, drilling, and tapping of threads. This will incorporate the use of the drawing into an actual task. Assessment will be by a machining program instructor.</td>
</tr>
</tbody>
</table>

Intended Results

No Intended Results to Display

Status Reports

No Status Reports to Display

Actual Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Actual Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/14/2012</td>
<td>100% of students successfully accomplished the task. Assessment was accomplished by a Machining Program instructor.</td>
</tr>
<tr>
<td>12/14/2012</td>
<td>100% of the students accomplished a three view drawing of a metal &quot;V&quot; block with 4 holes located for drilling and tapping. Verification of project was by a Machining Program instructor.</td>
</tr>
</tbody>
</table>

Use of Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/14/2012</td>
<td>No further action required.</td>
</tr>
<tr>
<td>12/14/2012</td>
<td>No further action required.</td>
</tr>
</tbody>
</table>
### Gap Analysis

<table>
<thead>
<tr>
<th>Date</th>
<th>Gap Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No Gap Analysis to Display</td>
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</tbody>
</table>

### SWOT

<table>
<thead>
<tr>
<th>Date</th>
<th>SWOT Description</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>No SWOT to Display</td>
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</tbody>
</table>

### Units Impacted

<table>
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<tr>
<th>Date</th>
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<th>Planning Unit</th>
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</tr>
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<tbody>
<tr>
<td></td>
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<td></td>
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</tbody>
</table>

No Units Impacted to Display
## Objective Description

Students will dismantle and reassemble a two stage hydraulic pump. Operational testing will be accomplished on a class manufactured trainer.

### Institutional Goals

<table>
<thead>
<tr>
<th>Objective Types</th>
<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>01-Teaching and Learning</td>
<td>Performance Measures Compliance</td>
</tr>
<tr>
<td>Student and Customer Outcomes</td>
<td></td>
</tr>
</tbody>
</table>

### Tasks

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>05/08/2013</td>
<td>Incomplete</td>
<td>High</td>
<td>1. students will disassemble a two stage hydraulic pump. Upon reassembly students will test the functioning of the pump on a student manufactured test station.</td>
</tr>
</tbody>
</table>

### Assessment Measures

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/07/2012</td>
<td>1. Students will use the correct tools and equipment to disassemble a two stage hydraulic pump.</td>
</tr>
<tr>
<td>09/07/2012</td>
<td>2. Students will reassemble the pump and perform a functional test on the test bed.</td>
</tr>
</tbody>
</table>

### Intended Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Intended Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/07/2012</td>
<td>1. 100% of the students will be capable of dismantling the pump with correct tools and equipment. Tool and equipment usage will be monitored by the Electrical Electronics program instructor who also teaches HYD 110.</td>
</tr>
<tr>
<td>09/07/2012</td>
<td>2. 85% of the students will be successful in reassembling the pump and achieving satisfactory results on the first attempt. Testing will be monitored by the Electrical Electronics instructor who also teaches HYD 110.</td>
</tr>
</tbody>
</table>

### Status Reports

- No Status Reports to Display

### Actual Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Actual Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>04/01/2013</td>
<td>1. 100% of students were involved in dismantling the 4 hydraulic pumps. Correct tools and equipment were utilized.</td>
</tr>
<tr>
<td>04/01/2013</td>
<td>2. The 4 pumps on hand have been utilized by Industrial systems for around 18 years. They are now also used by two other hydraulic classes. They have outlived their usefulness and will not perform satisfactorily. They will need to be replaced next semester.</td>
</tr>
</tbody>
</table>

### Use of Results

- No Use of Results to Display

### Gap Analysis

- No Gap Analysis to Display

### SWOT

- No SWOT to Display
### Units Impacted

<table>
<thead>
<tr>
<th>Date</th>
<th>Unit Code</th>
<th>Planning Unit</th>
<th>Unit Manager</th>
</tr>
</thead>
</table>

No Units Impacted to Display
### Objective Description

Students will complete the 16 work units in the Crosby Training CD to obtain a certificate of training from The Crosby Group, a manufacturer of rigging and moving equipment.

<table>
<thead>
<tr>
<th>Institutional Goals</th>
<th>Objective Types</th>
<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>01-Teaching and Learning</td>
<td>Student and Customer Outcomes</td>
<td>Performance Measures Compliance</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>07/31/2013</td>
<td>Incomplete</td>
<td>High</td>
<td>1. students will complete the 16 chapters on the Crosby CD.</td>
</tr>
<tr>
<td></td>
<td>07/31/2013</td>
<td>Incomplete</td>
<td>High</td>
<td>2. Students will complete the final exam based on The Crosby Group training package.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment Measures</th>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>09/07/2012</td>
<td>1. 100% of the students will accomplish the 16 chapters and acquire 100% on all tests to acquire the Crosby Group certificate. Each chapter is repeated until 100% is acquired.</td>
</tr>
<tr>
<td></td>
<td>09/07/2012</td>
<td>2. 90% of the students will accomplish the final exam based on the Crosby Group training package with a score of 85% or better.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intended Results</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
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<table>
<thead>
<tr>
<th>Status Reports</th>
<th>Date</th>
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<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th>Actual Results</th>
<th>Date</th>
<th>Actual Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>01/13/2013</td>
<td>1. 100% of students accomplished the task, achieving 100% on all 16 chapter exercises.</td>
</tr>
<tr>
<td></td>
<td>01/13/2013</td>
<td>2. 100% of students accomplished the final exam scoring above 85%.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Use of Results</th>
<th>Date</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>01/13/2013</td>
<td>1. Certification of completion by The Crosby Group has been added to the Rigging and Moving curriculum.</td>
</tr>
<tr>
<td></td>
<td>01/13/2013</td>
<td>2. No further action required.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gap Analysis</th>
<th>Date</th>
<th>Gap Analysis:</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Gap Analysis to Display</td>
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</table>

<table>
<thead>
<tr>
<th>SWOT</th>
<th>Date</th>
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</tr>
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<tbody>
<tr>
<td>No SWOT to Display</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Units Impacted</th>
<th>Date</th>
<th>Unit Code</th>
<th>Planning Unit</th>
<th>Unit Manager</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Units Impacted to Display</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Unit Code: 20200  Planning Unit: Information Technology Services  Unit Manager: De Souza, Wellington

Unit Purpose

Provide information services and technical support for the College with excellent customer service.

Unit Goals

<table>
<thead>
<tr>
<th>Obj ID</th>
<th>Objective</th>
<th>Objective Purpose</th>
<th>Objective Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2816</td>
<td>Become proactive in the use of technology</td>
<td>Assessment Objective</td>
<td>Pending</td>
</tr>
</tbody>
</table>

Objective Description

Move Computing Platform Novell to Microsoft

<table>
<thead>
<tr>
<th>Institutional Goals</th>
<th>Objective Types</th>
<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>03-Technology Tools, Training and Application</td>
<td>Production</td>
<td>Customer Service</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Innovation</td>
</tr>
</tbody>
</table>

Tasks

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/30/2013</td>
<td>In Progress</td>
<td>High</td>
<td>Create file, print and Authentication Services on Microsoft Servers</td>
</tr>
</tbody>
</table>

Assessment Measures

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>04/08/2013</td>
<td>All Faculty and Staff Network Accounts, Authentication, File and Print Services will be hosted on Microsoft Servers prior to May 15, 2012</td>
</tr>
<tr>
<td></td>
<td>All Student Accounts, Authentication, File, and Print Services will be hosted on Microsoft Servers prior to May 15, 2012</td>
</tr>
<tr>
<td></td>
<td>All Faculty and Staff computers will be converted to Win7 prior to May 15, 2012</td>
</tr>
<tr>
<td></td>
<td>All Student computers will be converted to Win7 prior to June 30, 2012</td>
</tr>
</tbody>
</table>

Intended Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Intended Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Status Reports

<table>
<thead>
<tr>
<th>Date</th>
<th>Status Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/15/2013</td>
<td>Aprox 2/3 studnet Labs Complete.. On Target to complete Studnet LAbS by 6/30.2013</td>
</tr>
<tr>
<td>12/12/2012</td>
<td>Aprox 1/3 Student Labs complete</td>
</tr>
<tr>
<td>7/30/2012</td>
<td>All Full time Faculty complete</td>
</tr>
<tr>
<td>5/15/2012</td>
<td>Part Time faculty and all Staff complete</td>
</tr>
</tbody>
</table>

Actual Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Actual Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/15/2012</td>
<td>All Faculty and Staff using Authentication, File, and Print Services form Microsoft Server platform using Win7 PC's which were converted from WinXP</td>
</tr>
<tr>
<td>06/30/2013</td>
<td>All Students, Faculty and Staff using Microsoft Platform on Win7 PCs</td>
</tr>
</tbody>
</table>
### Use of Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>04/08/2013</td>
<td>Campus Computing now ready for changes in ERP and are on a robust, current platform. Servers are now more secure on a cohesive platform. Computing environment now more secure and users more accountable authentication into Active Directory.</td>
</tr>
</tbody>
</table>

### Gap Analysis

<table>
<thead>
<tr>
<th>Date</th>
<th>Gap Analysis:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No Gap Analysis to Display</td>
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</tbody>
</table>

### SWOT

<table>
<thead>
<tr>
<th>Date</th>
<th>SWOT Description:</th>
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<tbody>
<tr>
<td></td>
<td>No SWOT to Display</td>
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</table>

### Units Impacted

<table>
<thead>
<tr>
<th>Date</th>
<th>Unit Code</th>
<th>Planning Unit</th>
<th>Unit Manager</th>
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<tbody>
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<tbody>
<tr>
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</tbody>
</table>

No Units Impacted to Display
Objective Description
Transion all Facutly and Staff to the exclusive use of GMail for College E-Mail

Institutional Goals | Objective Types | Strategic Initiatives
-------------------|-----------------|---------------------
03-Technology Tools, Training and Application | Production | Customer Service

| Tasks | | |
|-------|----------------|
| Due Date | Status | Priority | Task |
| 06/30/2013 | In Progress | High | Move all Faculty and Staff email accounts to GMail. For each account, move the individual's mail, groups, contacts, calendars and archives into GMail and provide training on the use of G-Mail. Plan for retention of original GroupWise email addresses. |

Assessment Measures

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>05/15/2013</td>
<td>All Accounts moved by June 30.</td>
</tr>
<tr>
<td>05/20/2013</td>
<td>GroupWise Server will be taken offline.</td>
</tr>
</tbody>
</table>

Intended Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Intended Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/23/2013</td>
<td>The email system must be compatible with the college ERP in order to integrate with the coming College Portal.</td>
</tr>
</tbody>
</table>

Status Reports

<table>
<thead>
<tr>
<th>Date</th>
<th>Status Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/8/2013</td>
<td>All E-Mail Accounts are moved. Training Continues.</td>
</tr>
</tbody>
</table>

Actual Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Actual Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>04/08/2013</td>
<td>All Faculty and Staff are transitioned. 1,100 email boxes moved. Original GroupWise email addresses are kept active via &quot;Forward&quot; rules. At the end of this process, address will be retained as active via Network Routing rules.</td>
</tr>
</tbody>
</table>

Use of Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>04/08/2013</td>
<td>E-Mail system is now ready to be integrated into the ERP Portal when implemented. Cost savings will be realized in the move away from GroupWise in license, server and support costs.</td>
</tr>
</tbody>
</table>

Gap Analysis

<table>
<thead>
<tr>
<th>Date</th>
<th>Gap Analysis:</th>
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<tbody>
<tr>
<td></td>
<td>No Gap Analysis to Display</td>
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SWOT

<table>
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<tr>
<th>Date</th>
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Units Impacted

<table>
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<th>Unit Manager</th>
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<tbody>
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</tbody>
</table>

No Units Impacted to Display
**Objective Description**

Convert college telephone service from Digital PBX to Voice over IP (VOIP)

### Institutional Goals

<table>
<thead>
<tr>
<th>03-Technology Tools, Training and Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>02-Facilities</td>
</tr>
</tbody>
</table>

### Objective Types

<table>
<thead>
<tr>
<th>Opportunities/Weaknesses</th>
<th>Production</th>
</tr>
</thead>
</table>

### Strategic Initiatives

<table>
<thead>
<tr>
<th>Customer Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Innovation</td>
</tr>
</tbody>
</table>

### Tasks

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/31/2012</td>
<td>In Progress</td>
<td>High</td>
<td>Remove Digital PBX. Replace with hybrid system able to support Digital and VOIP Telephony. Retain use of Digital phones while supporting new construction/deployments with VOIP. As Budget allows, convert remaining Digital phones to VOIP.</td>
</tr>
</tbody>
</table>

### Assessment Measures

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/31/2012</td>
<td>Existing digital phones will be off of Digital and onto new PBX onto system.</td>
</tr>
<tr>
<td>07/31/2013</td>
<td>New Construction (Union Station) phones operational on VOIP System.</td>
</tr>
</tbody>
</table>

### Intended Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Intended Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>04/08/2013</td>
<td>Digital phones no longer connected to “End of Life” PBX system. VOIP service now available for installation in new locations. Expansion capabilities gives path for Digital phone service to be converted to VOIP as budget allows.</td>
</tr>
</tbody>
</table>

### Status Reports

No Status Reports to Display

### Actual Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Actual Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>04/08/2013</td>
<td>Telephony is now poised to support the growth of the college with modern, extensible VOIP Service.</td>
</tr>
</tbody>
</table>

### Use of Results

No Use of Results to Display

### Gap Analysis

No Gap Analysis to Display

### SWOT

No SWOT to Display

### Units Impacted

No Units Impacted to Display
### Objective Description

Refresh Network Backbone with Latest Technology

#### Institutional Goals

<table>
<thead>
<tr>
<th>Objective Types</th>
<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>03-Technology Tools, Training and Application</td>
<td>Customer Service, Innovation</td>
</tr>
</tbody>
</table>

#### Tasks

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/30/2013</td>
<td>In Progress</td>
<td>High</td>
<td>Replace obsolete network Switches on the Downtown Location</td>
</tr>
</tbody>
</table>

#### Assessment Measures

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>04/09/2013</td>
<td>All network switches will be replaced in phases. Downtown switches will all be replaced by 6-30-2013</td>
</tr>
</tbody>
</table>

#### Intended Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Intended Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>04/09/2013</td>
<td>All Communications rooms will have installed modern network switches capable of supporting a 10GB Network backbone and 1GB to the desktop.</td>
</tr>
</tbody>
</table>

#### Status Reports

<table>
<thead>
<tr>
<th>Date</th>
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<tbody>
<tr>
<td></td>
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#### Actual Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Actual Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>04/09/2013</td>
<td>Switches on the Downtown campus were all replaced by mid-March.</td>
</tr>
</tbody>
</table>

#### Use of Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>04/09/2013</td>
<td>Replacing the switches will allow continued manufacture's support, greater reliability, and provide a growth path in the speed of the college network.</td>
</tr>
</tbody>
</table>

#### Gap Analysis

<table>
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<tr>
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#### Units Impacted

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</thead>
<tbody>
<tr>
<td></td>
<td>No Units Impacted to Display</td>
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</tbody>
</table>
Obj ID | Objective | Objective Purpose | Objective Status
--- | --- | --- | ---
2820 | Enable IT Services to Support the Mission of the College and to add Redundancy to Essential Services | Assessment Objective | Complete

**Objective Description**

Add staffing to increase capacity and to provide backup and cross training in key areas.

<table>
<thead>
<tr>
<th>Institutional Goals</th>
<th>Objective Types</th>
<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>03-Technology Tools, Training and Application</td>
<td>Opportunities/Weaknesses</td>
<td>Customer Service</td>
</tr>
<tr>
<td>08-Human Resources</td>
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<table>
<thead>
<tr>
<th>Tasks</th>
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<tbody>
<tr>
<td>Due Date</td>
</tr>
<tr>
<td>06/30/2013</td>
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<table>
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<td>04/10/2013</td>
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<tr>
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<tr>
<td>Units Impacted</td>
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</tr>
<tr>
<td>Date</td>
</tr>
<tr>
<td>No Units Impacted to Display</td>
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</tbody>
</table>
Unit Purpose

"The purpose of the Community Support and Scholarships unit is to identify, cultivate, solicit and steward community individuals and businesses in providing program support and student scholarships to Cape Fear Community College."

Unit Goals

<table>
<thead>
<tr>
<th>Obj ID</th>
<th>Objective</th>
<th>Objective Purpose</th>
<th>Objective Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2831</td>
<td>Increase number of Endowed Scholarships by 10%</td>
<td>Assessment Objective</td>
<td>Pending</td>
</tr>
</tbody>
</table>

Objective Description

The CFCC Foundation will increase the number of Endowed Scholarships by 10%.

Institutional Goals

- 07-Student Support Services
- 10-Fiscal Resources

Objective Types

- Student and Customer Outcomes

Strategic Initiatives

- Retention
- Customer Service

Tasks

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/28/2013</td>
<td>In Progress</td>
<td>High</td>
<td>Identify and solicit prospective donors and steward current donors to raise to the endowment level.</td>
</tr>
</tbody>
</table>

Assessment Measures

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/04/2013</td>
<td>During 2011-12 eleven endowments were established. The goal is to increase by 10% or to add 1 to 2 new endowments or at least twelve new endowments by June 30, 2013.</td>
</tr>
</tbody>
</table>

Intended Results

No Intended Results to Display

Status Reports

No Status Reports to Display

Actual Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Actual Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/04/2013</td>
<td>Seventeen new endowments were established in 2012-13 versus the eleven endowments established in the prior year.</td>
</tr>
</tbody>
</table>

Use of Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/04/2013</td>
<td>More student scholarships will be available for students in future years through endowments.</td>
</tr>
</tbody>
</table>

Gap Analysis

No Gap Analysis to Display
<table>
<thead>
<tr>
<th>Date</th>
<th>SWOT Description:</th>
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<tbody>
<tr>
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<table>
<thead>
<tr>
<th>Units Impacted</th>
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<tr>
<td>Date</td>
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<tr>
<td></td>
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<tr>
<td>No Units Impacted to Display</td>
</tr>
</tbody>
</table>
**Obj ID** | **Objective** | **Objective Purpose** | **Objective Status**
--- | --- | --- | ---
2834 | Create and implement a Foundation Strategic Plan | Assessment Objective | Complete

### Objective Description

Use the existing Foundation Strategic Plan along with staff Objectives to create and monitor monthly and annual to achieve goals.

<table>
<thead>
<tr>
<th>Institutional Goals</th>
<th>Objective Types</th>
<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-Institutional Effectiveness</td>
<td>Opportunities/Weaknesses</td>
<td>Customer Service</td>
</tr>
<tr>
<td></td>
<td>Student and Customer Outcomes</td>
<td>Innovation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Retention</td>
</tr>
</tbody>
</table>

#### Tasks

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>07/19/2012</td>
<td>Complete</td>
<td>High</td>
<td>The Foundation board will participate in a retreat during their July 2012 Board meeting to brainstorm and determine priorities for a strategic plan. A consultant will be available to facilitate discussion.</td>
</tr>
<tr>
<td>09/13/2012</td>
<td>Complete</td>
<td>High</td>
<td>A Foundation board sub-committee was formed to finalize priorities for strategic plan. The committee will meet in Sept 2012 to start process of creating draft Strategic Plan.</td>
</tr>
<tr>
<td>12/13/2012</td>
<td>Complete</td>
<td>High</td>
<td>Draft Strategic Plan was presented to Chairs of board committees at November 2012 council meeting. Chairs took draft to committees for committee input and revision. Priorities were finalized by committees. Council will seek board approval at Jan board meeting 2013.</td>
</tr>
</tbody>
</table>

#### Assessment Measures

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/04/2013</td>
<td>Strategic Plan will be approved and used in committee planning. The Strategic Plan will prioritize the work of the Foundation staff.</td>
</tr>
</tbody>
</table>

#### Intended Results

<table>
<thead>
<tr>
<th>Date</th>
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</table>

#### Status Reports

<table>
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<tr>
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</table>

#### Actual Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Actual Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/17/2013</td>
<td>Strategic Plan was approved by Foundation Board members at Jan 2013 board meeting.</td>
</tr>
</tbody>
</table>

#### Use of Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/04/2013</td>
<td>Strategic plan is being used by Foundation staff, committees and council for planning purposes. Progress reports are made by committee chairs at each Foundation board meeting based on priorities established in Strategic Plan. The Strategic Plan has become board measure of success.</td>
</tr>
</tbody>
</table>

#### Gap Analysis

<table>
<thead>
<tr>
<th>Date: Gap Analysis:</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Gap Analysis to Display</td>
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</table>

#### SWOT

<table>
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<tr>
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<tbody>
<tr>
<td></td>
<td>No SWOT to Display</td>
</tr>
<tr>
<td>Date</td>
<td>Unit Code</td>
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<td>------</td>
<td>-----------</td>
</tr>
<tr>
<td>No Units Impacted to Display</td>
<td></td>
</tr>
</tbody>
</table>
Objective ID 2838

Objective
Increase donations to the CFCC Foundation by 10% over the previous year.

Objective Purpose
Budget Objective

Objective Status
Complete

Objective Description
To increase the donations by 10% to the CFCC Foundation over 2011-2012 amount, which was $1,269,192. Increasing identification of new donors, stewarding current donors to higher levels of giving, and identify donors for naming and planned giving opportunities will all be initiatives needed to raise donation level.

Institutional Goals
10-Fiscal Resources

Objective Types
Production

Strategic Initiatives
Retention

Tasks

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
<th>Budget Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/30/2013</td>
<td>In Progress</td>
<td>High</td>
<td>Maintain relationships and solicit gifts from past donors. Steward these donors throughout the year by by phone calls, e-mails, visits, and events.</td>
<td>$0</td>
</tr>
<tr>
<td>06/30/2013</td>
<td>Complete</td>
<td>High</td>
<td>Identify new potential donors by engaging board members to bring community prospects to the CFCC campus, host cultivation events and connecting the work of the college to individuals to community businesses.</td>
<td>$0</td>
</tr>
<tr>
<td>06/30/2013</td>
<td>Complete</td>
<td>High</td>
<td>Create informational brochures for naming opportunities in new buildings. Identify at least two potential donors for naming opportunities. Identify at least five new donors who have included CFCC in their planned giving.</td>
<td>$0</td>
</tr>
<tr>
<td>06/30/2013</td>
<td>In Progress</td>
<td>High</td>
<td>Create marketing materials for planned giving opportunities.</td>
<td>$0</td>
</tr>
</tbody>
</table>

Assessment Measures

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/04/2013</td>
<td>Last year 2011-12, the Foundation raised $1,269,192 million and our goal is to increase donations by 10%. We need to raise at least $1,396,111 during 2012-13 to meet this goal.</td>
</tr>
<tr>
<td>06/11/2013</td>
<td>Identify at least two naming opportunites in new buildings.</td>
</tr>
</tbody>
</table>

Intended Results

<table>
<thead>
<tr>
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<tbody>
<tr>
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Status Reports

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Actual Results

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<tr>
<th>Date</th>
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<tbody>
<tr>
<td>06/04/2013</td>
<td>Fundraising increased to $1,483,121 in 2012-13 which is an approximate 17% increase over 2011-2012.</td>
</tr>
<tr>
<td>06/11/2013</td>
<td>The Wilma Daniels Gallery was named and dedicated in spring 2013. This naming was the result of a planned gift and donation made by Ms. Daniels. Other financial commitments for naming opportunities were made for the upcoming Schwartz Center renovations, the cannon light for Fine Arts Building and the box office in the Fine Arts Building.</td>
</tr>
<tr>
<td>06/11/2013</td>
<td>The Cape Hatteras ship was purchased by the college for the Marine Technology Program. The Foundation provided part of the funds for the purchase.</td>
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</tbody>
</table>

Use of Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Use of Results</th>
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</thead>
<tbody>
<tr>
<td>06/30/2013</td>
<td>Funds will be used to provide additional scholarship and program enhancements. Increased donations will increase the overall Foundation endowment which will ensure student scholarship support for years to come.</td>
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</tbody>
</table>
## Gap Analysis

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## SWOT

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## Units Impacted

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<tbody>
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<td>No Units Impacted to Display</td>
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</tbody>
</table>
Unit Code: 30000
Planning Unit: Institutional Effectiveness Administration
Unit Manager: Gant, Kimberly

Unit Purpose

Provide support to faculty and staff for the college-wide and ongoing Institutional Effectiveness process of planning and assessment designed to ensure continuous improvement of programs and services. Through the IE process, faculty and staff establish expected and measureable student learning outcomes and/or administrative objectives, measure the attainment of those outcomes/objectsives and document the use of results for improvement. The College's Institutional Effectiveness (planning and assessment) process includes: monitoring the college's planning schedule and the development of annual unit plans; provide training to Strategic Planning On-Line (SPOL) users; maintain and update the Strategic Planning On-Line system; conduct planning activities such as the annual planning meeting/retreat; serve as the SACS Accreditation Liaison; compile and distribute progress reports on college goals and college-wide accomplishments; disseminate results of annual accountability performance measures and standards; prepare the Institutional Effectiveness Report Card for the President's Annual Report; compile and publish various planning documents and accountability reports; and provide leadership for the College's public relations and publications services personnel.

Unit Goals

<table>
<thead>
<tr>
<th>Obj ID</th>
<th>Objective</th>
<th>Objective Purpose</th>
<th>Objective Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2554</td>
<td>Prepare Community Quick Reference Guide for new president</td>
<td>Assessment Objective</td>
<td>Pending</td>
</tr>
</tbody>
</table>

Objective Description

Prepare a reference guide for the new president to inform him of names, titles/positions of community leaders to help him/her transition/assimilate into the community.

Institutional Goals

12-Public Relations & Marketing
11-Institutional Effectiveness

Objective Types

Opportunities/Weaknesses

Strategic Initiatives

No Planning Priorities to Display

Tasks

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>07/01/2012</td>
<td>In Progress</td>
<td>High</td>
<td>All necessary community groups will be identified for inclusion in the notebook.</td>
</tr>
<tr>
<td>09/01/2012</td>
<td>In Progress</td>
<td>High</td>
<td>All pictures, names, titles, contact information of community leaders and office/agency representatives will be updated and included in the book.</td>
</tr>
<tr>
<td>09/20/2012</td>
<td>In Progress</td>
<td>High</td>
<td>Senior Staff to review the document for final updating/editing.</td>
</tr>
</tbody>
</table>

Assessment Measures

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
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</thead>
<tbody>
<tr>
<td>07/10/2012</td>
<td>The quick reference guide will have names, titles, addresses, contact information and pictures of the many community leaders that the new president will need to know from the following: County Commissioners CFCC Foundation Board of Directors Bd of Education Wilmington City Council Pender County officials other elected officials, etc.</td>
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Intended Results

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</table>
**Objective Description**
Plan and facilitate the Annual Planning Retreat to communicate planning priorities for the coming year to entire college.

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<th>Institutional Goals</th>
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<th>Strategic Initiatives</th>
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</thead>
<tbody>
<tr>
<td>11-Institutional Effectiveness</td>
<td>SACS Compliance</td>
<td>Accreditation Compliance</td>
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<tr>
<td>12-Public Relations &amp; Marketing</td>
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### Tasks

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<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>05/01/2013</td>
<td>In Progress</td>
<td>High</td>
<td>Identify date and format for the planning retreat.</td>
</tr>
<tr>
<td>05/01/2013</td>
<td>Complete</td>
<td>High</td>
<td>Identify date of retreat and reserve space.</td>
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</tbody>
</table>

### Assessment Measures

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</thead>
<tbody>
<tr>
<td>05/22/2013</td>
<td>The major planning priorities will be shared by the administration with the college community.</td>
</tr>
<tr>
<td>05/22/2013</td>
<td>80% of planning retreat evaluation survey respondents will indicate the planning retreat was helpful for understanding the planning priorities for the coming year.</td>
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</table>
Objective Description
Taking guidance from the president, establish a calendar of activities and data needs to update the CFCC strategic plan.

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>03/31/2013</td>
<td>Complete</td>
<td>High</td>
<td>Plan and facilitate listening forums and compile results to inform the strategic plan</td>
</tr>
<tr>
<td></td>
<td>06/21/2013</td>
<td>In Progress</td>
<td>High</td>
<td>Develop strategic initiative statements that can be communicated to the Board of Trustees for approval.</td>
</tr>
<tr>
<td></td>
<td>08/14/2013</td>
<td>Incomplete</td>
<td>High</td>
<td>Ensure that strategic initiative statements are inspiring and motivational prior to presenting to faculty and staff, with an emphasis on encouraging buy-in. Prepare a communication plan that will encourage faculty and staff to support the strategic initiatives to ensure success in accomplishing the plans.</td>
</tr>
</tbody>
</table>

Assessment Measures
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<tbody>
<tr>
<td>03/01/2013</td>
<td>The faculty and staff will attend and actively engage in the listening forums by providing input on what they believe can be done at CFCC to move the college forward in dramatic ways.</td>
</tr>
<tr>
<td>03/01/2013</td>
<td>The Foundation Board of Directors and the CFCC Board of Trustees will attend scheduled listening forums and provide input into the process.</td>
</tr>
<tr>
<td>06/18/2013</td>
<td>Enough information will be gathered from the listening forums to provide for the development of at least 3-5 strategic initiative statements to support a strategic plan that will provide direction for the college for 2013 through 2018.</td>
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</thead>
<tbody>
<tr>
<td>06/18/2013</td>
<td>Listening forums were scheduled for employees, students, Foundation Board and Board of Trustees and they were well attended.</td>
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<tbody>
<tr>
<td>06/18/2013</td>
<td>As a result of the listening forums, it was realized that similar opportunities to share ideas should be provided more frequently, so Dr. Sping (president) made a commitment to hold listening forums during fall and spring semesters for faculty, staff, and board members. A schedule of listening forums will be developed and implemented in the future.</td>
</tr>
<tr>
<td>06/18/2013</td>
<td>The listening forums were very successful based on the feedback from employees, students, and board members. More than enough information was gathered to develop the intended 3-5 strategic initiative statements and the sessions resulted in at least 10 major focus areas that are being narrowed down.</td>
</tr>
</tbody>
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Gap Analysis
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No Units Impacted to Display
**Objective Description**
Submit CFCC's Fifth Year Interim Report to SACS in the fall and respond to any applicable deficiencies in documentation cited by the review committee by April 15th.

<table>
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<th>Institutional Goals</th>
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<tbody>
<tr>
<td>11-Institutional Effectiveness</td>
<td>SACS Compliance</td>
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### Tasks

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<tr>
<th>Due Date</th>
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<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/01/2012</td>
<td>Complete</td>
<td>High</td>
<td>Work with other VP's to prepare the SACS Fifth Year Interim Report for submission prior to the deadline.</td>
</tr>
</tbody>
</table>

### Assessment Measures

<table>
<thead>
<tr>
<th>Date</th>
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</tr>
</thead>
<tbody>
<tr>
<td>02/28/2013</td>
<td>The Fifth Year Interim Report will be submitted on time.</td>
</tr>
<tr>
<td>02/28/2013</td>
<td>The Fifth Year Interim Report will be approved by the review committee.</td>
</tr>
<tr>
<td>02/28/2013</td>
<td>If there are outstanding items cited by the review committee, CFCC will prepare and submit a Referral Report by the due date of April 15th.</td>
</tr>
</tbody>
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### Intended Results

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<tbody>
<tr>
<td>02/28/2013</td>
<td>Fifth Year Interim Report was submitted to SACS by the due date.</td>
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### Use of Results

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Print Date: Wednesday, March 12, 2014
Unit Purpose

"Instructional Technology provides leadership for faculty and staff in the effective use of new and current technologies for instructional purposes through the following: 1) Research, analysis, implementation, and evaluation of technologies and their potential applications within the college; 2) Establishing and promoting an environment which encourages independent, collaborative, and creative use of instructional technology; and 3) Serving as a faculty and staff resource for training and support of educational technology."

Unit Goals

<table>
<thead>
<tr>
<th>Obj ID</th>
<th>Objective</th>
<th>Objective Purpose</th>
<th>Objective Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2513</td>
<td>Improve training sessions</td>
<td>Assessment Objective</td>
<td>Pending</td>
</tr>
</tbody>
</table>

Objective Description

Improve training sessions for faculty and staff through use of workshop evaluations completed by workshop attendees at the end of each session.

Institutional Goals

- 03-Technology Tools, Training and Application
- 01-Teaching and Learning
- 04-Learning Resources
- 05-Distance Learning
- 08-Human Resources

Objective Types

- Student and Customer Outcomes
- Opportunities/Weaknesses

Strategic Initiatives

- Customer Service
- Innovation

Tasks

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</thead>
<tbody>
<tr>
<td>08/01/2012</td>
<td>In Progress</td>
<td>High</td>
<td>Develop an online evaluation tool</td>
</tr>
<tr>
<td>07/18/2012</td>
<td>In Progress</td>
<td>High</td>
<td>Identify assessment measures for evaluation purposes</td>
</tr>
<tr>
<td>08/20/2012</td>
<td>In Progress</td>
<td>High</td>
<td>Launch the online workshop evaluation to invite feedback for ways to improve workshops for faculty and staff.</td>
</tr>
<tr>
<td>01/07/2013</td>
<td>In Progress</td>
<td>High</td>
<td>Adjust or revise training methods based on workshop evaluation results.</td>
</tr>
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</table>

Assessment Measures

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<tbody>
<tr>
<td>06/19/2012</td>
<td>As the first year of documenting planning in SPOL for the Instructional Technology unit, we will establish baseline data in 2012-2013 through use of the student evaluation results and student learning outcomes that will facilitate future comparisons, indicators of measureable results toward improving the workshops.</td>
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</tbody>
</table>

No Units Impacted to Display
Unit Purpose

"The Interior Design (ID) program is dedicated to employment of all our students. The Interior Design curriculum is designed to prepare students for a variety of job opportunities in the field of both residential and non-residential interior design. The focus of the studies is technical knowledge, professional practices, and aesthetic principles."

Unit Goals

<table>
<thead>
<tr>
<th>Obj ID</th>
<th>Objective</th>
<th>Objective Purpose</th>
<th>Objective Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2537</td>
<td>To Increase Students Skills in &quot;Adaptable&quot; Design</td>
<td>Assessment Objective</td>
<td>Complete</td>
</tr>
</tbody>
</table>

Objective Description

To increase the knowledge and skill level of our students in Adaptable Residential Design for the increasing number of clients with this need.

Institutional Goals

<table>
<thead>
<tr>
<th>Objective Types</th>
<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>01-Teaching and Learning</td>
<td>Customer Service</td>
</tr>
<tr>
<td>Student and Customer Outcomes</td>
<td></td>
</tr>
</tbody>
</table>

Tasks

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/30/2012</td>
<td>Complete</td>
<td>High</td>
<td>Lecture on the subject focusing on what it is, why it’s important and who it affects. Provide additional resources where the students may obtain further information and inspiration.</td>
</tr>
<tr>
<td>10/30/2012</td>
<td>Complete</td>
<td>High</td>
<td>Have the students present (to their classmates) an interesting component, aspect or item important to Adaptable Design, (not discussed in class) or an inspiring story where it was used or should have been used.</td>
</tr>
<tr>
<td>11/30/2012</td>
<td>Complete</td>
<td>High</td>
<td>Assign a hands-on project where the students will apply what they’ve learned.</td>
</tr>
</tbody>
</table>

Assessment Measures

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/30/2012</td>
<td>100% of the residential design students will demonstrate the principles lectured on at 92% or higher.</td>
</tr>
<tr>
<td>10/30/2012</td>
<td>100% of students will demonstrate confidence and competence with the Adaptable Design as evidenced in their presentations to their classmates.</td>
</tr>
<tr>
<td>11/30/2012</td>
<td>100% of the Students will demonstrate competency in applying Adaptable Design to their projects at a level of 92% or higher on the scoring rubric used for this competency.</td>
</tr>
</tbody>
</table>

Intended Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Intended Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Intended Results to Display</td>
<td></td>
</tr>
</tbody>
</table>

Status Reports

<table>
<thead>
<tr>
<th>Date</th>
<th>Status Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/3/2013</td>
<td>100% of the projects graded showed knowledge in adaptable design</td>
</tr>
<tr>
<td>10/30/2013</td>
<td>Round table group discussions were held and everyone participated and demonstrated knowledge of Adaptable design.</td>
</tr>
<tr>
<td>9/30/2013</td>
<td>Update- students were surveyed and 100% of them said they felt comfortable with the concepts learned.</td>
</tr>
</tbody>
</table>
### Actual Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Actual Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>03/21/2013</td>
<td>100% of the projects graded indicated a student understanding that meets or exceeds the 92% success level hoped for.</td>
</tr>
<tr>
<td>03/21/2013</td>
<td>Round table group discussions were held and everyone participated and demonstrated knowledge of Adaptable design.</td>
</tr>
</tbody>
</table>

### Use of Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>03/21/2013</td>
<td>Based on assessment scores indicating that 100% of our ID students have the ability to understand and apply Adaptable Design concepts at or exceed our goal of 92% or higher, we believe this objective to be successful and complete. Therefore, concepts of Adaptable Design will continue to be an integral educational objective of the Interior Design curriculum</td>
</tr>
</tbody>
</table>

### Gap Analysis

<table>
<thead>
<tr>
<th>Date</th>
<th>Gap Analysis:</th>
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<tbody>
<tr>
<td></td>
<td>No Gap Analysis to Display</td>
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### SWOT

<table>
<thead>
<tr>
<th>Date</th>
<th>SWOT Description:</th>
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<tr>
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### Units Impacted

<table>
<thead>
<tr>
<th>Date</th>
<th>Unit Code</th>
<th>Planning Unit</th>
<th>Unit Manager</th>
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</table>

No Units Impacted to Display
Objective Description

Students of the Interior Design curriculum shall demonstrate knowledge in the application of principles of Critical Thinking to successfully present, defend and sell (orally) a design they have created.

<table>
<thead>
<tr>
<th>Institutional Goals</th>
<th>Objective Types</th>
<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>01-Teaching and Learning</td>
<td>Student and Customer Outcomes</td>
<td>Critical Thinking - QEP</td>
</tr>
<tr>
<td>12-Public Relations &amp; Marketing</td>
<td>Opportunities/Weaknesses</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>09/30/2012</td>
<td>Complete</td>
<td>High</td>
<td>Lecture on the principles of Critical Thinking as applied to the selling of an idea or design.</td>
</tr>
<tr>
<td></td>
<td>11/30/2012</td>
<td>Complete</td>
<td>High</td>
<td>Have the students each write down how the principles learned can be applied successfully and then &quot;argue&quot; in writing why a particular design is an example of &quot;good design&quot;.</td>
</tr>
<tr>
<td></td>
<td>04/30/2013</td>
<td>Complete</td>
<td>High</td>
<td>Students will be broken into groups. Each student will present one of their actual projects to the group (acting as clients). The group will ask questions regarding why the student made the selections and decisions they did, forcing the student to verbalize their reasoning and why it would be a great idea (win over the client).</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Assessment Measures</th>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10/15/2012</td>
<td>100% of the residential design students will demonstrate the principles lectured on at 92% or higher.</td>
</tr>
<tr>
<td></td>
<td>05/05/2013</td>
<td>100% of students will self evaluate/assess their comfort level in presenting and selling their design concept on a scale of 1-10, with 8 or higher.</td>
</tr>
<tr>
<td></td>
<td>12/05/2013</td>
<td>100% of students will successfully defend their design concepts at a level of 92% or higher on the scoring rubric used for this competency.</td>
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</tbody>
</table>

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<tr>
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<th>Status Reports</th>
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<table>
<thead>
<tr>
<th>Actual Results</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>06/11/2013</td>
<td>100% of the Students when graded demonstrated the ability to apply the concepts at a level of 92% or higher. The students were surveyed and 100% of them rated themselves (with and 8 or higher) better able to use critical skills in giving presentations. 100% of the students also felt their presentations were stronger.</td>
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</table>

<table>
<thead>
<tr>
<th>Use of Results</th>
<th>Date</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>06/11/2013</td>
<td>Based on the actual results, I would consider this objective complete. We will use this successful process again next year.</td>
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</table>

<table>
<thead>
<tr>
<th>Gap Analysis</th>
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### Units Impacted

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</table>

| No Units Impacted to Display |
Obj ID | Objective | Objective Purpose | Objective Status
---|---|---|---
2539 | To increase the students knowledge level of building construction and systems | Assessment Objective | Complete

**Objective Description**

Provide students with building systems and construction knowledge so that their designs are realistic when applied to a real world project.

**Institutional Goals**

<table>
<thead>
<tr>
<th>Institutional Goals</th>
<th>Objective Types</th>
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</tr>
</thead>
<tbody>
<tr>
<td>01-Teaching and Learning</td>
<td>Student and Customer Outcomes</td>
<td>Customer Service</td>
</tr>
<tr>
<td>06-Community Partnerships</td>
<td></td>
<td>Critical Thinking - QEP</td>
</tr>
<tr>
<td>12-Public Relations &amp; Marketing</td>
<td></td>
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</tbody>
</table>

**Tasks**

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/15/2012</td>
<td>Complete</td>
<td>High</td>
<td>Provide a lecture series on building construction and building systems. Provide additional resources where the students may obtain further information and inspiration.</td>
</tr>
<tr>
<td>12/01/2012</td>
<td>Complete</td>
<td>High</td>
<td>Have the students each come up with a “design challenge”. Then break up into small groups to discuss each challenge and what solutions would be viable.</td>
</tr>
<tr>
<td>03/12/2012</td>
<td>Complete</td>
<td>High</td>
<td>Assign a hands-on project with special building system design challenges incorporated where the students will apply what they’ve learned.</td>
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</table>

**Assessment Measures**

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<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
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</thead>
<tbody>
<tr>
<td>08/30/2012</td>
<td>100% of the residential design students will demonstrate the principles lectured on at 92% or higher.</td>
</tr>
<tr>
<td>09/30/2012</td>
<td>100% of students will self evaluate/assess their comfort level solving the challenges on a scale of 1-10, with 8 or higher.</td>
</tr>
<tr>
<td>04/30/2013</td>
<td>100% of the Students will demonstrate competency in developing realistic solutions within their designs at a level of 92% or higher on the scoring rubric used for this competency.</td>
</tr>
</tbody>
</table>

**Intended Results**

<table>
<thead>
<tr>
<th>Date</th>
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<td>No Intended Results to Display</td>
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</table>

**Status Reports**

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<tr>
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<tbody>
<tr>
<td>No Status Reports to Display</td>
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**Actual Results**

<table>
<thead>
<tr>
<th>Date</th>
<th>Actual Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/11/2013</td>
<td>Students scored an average of 96% on the assignment given to show that they were able to apply the information that they had been given, yet 60% of the students scored themselves at a comfort level of 7 with the material when self assessing.</td>
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</table>

**Use of Results**

<table>
<thead>
<tr>
<th>Date</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/11/2013</td>
<td>Based on the grades of the assignment averaging 96%, which is higher than our initial goal of 92% or higher, the ID students demonstrated the ability to understand and apply the concepts we presented.</td>
</tr>
<tr>
<td>06/30/2013</td>
<td>At the time of the student self evaluation (on 4/30/13) the students scored themselves with a comfort level averaging 7 out of 10 which did not meet our expectations largely in part due to technical terminology. Though I consider this objective successful and complete, Next year an objective will be to incorporate a greater emphasis on technical terminology and vocabulary.</td>
</tr>
</tbody>
</table>
## Gap Analysis

**Date:** Gap Analysis:  
No Gap Analysis to Display

## SWOT

**Date** | **SWOT Description:**  
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No SWOT to Display

## Units Impacted

**Date** | **Unit Code** | **Planning Unit** | **Unit Manager**  
--- | --- | --- | ---  
No Units Impacted to Display
Unit Purpose

"The landscape Gardening curriculum emphasizes intensive, practical, hands-on training in applied horticulture to reinforce classroom lecture on theory and technique."

Unit Goals

<table>
<thead>
<tr>
<th>Obj ID</th>
<th>Objective</th>
<th>Objective Purpose</th>
<th>Objective Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2786</td>
<td>Mechanized Landscape Equipment Use</td>
<td>Assessment Objective</td>
<td>Incomplete</td>
</tr>
</tbody>
</table>

Objective Description

Upon completion of landscape laboratories students shall be able to safely operate and maintain a skid steer loader, large tractor, small landscape tractor, walk behind mower, and a zero turn mower.

Institutional Goals

<table>
<thead>
<tr>
<th>Objective Types</th>
<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Production</td>
<td>Customer Service</td>
</tr>
<tr>
<td></td>
<td>Performance Measures Compliance</td>
</tr>
</tbody>
</table>

Tasks

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
<th>Actual Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/30/2013</td>
<td>In Progress</td>
<td>Medium</td>
<td></td>
<td>The instructor will demonstrate how to safely operate and maintain common landscape vehicles.</td>
</tr>
</tbody>
</table>

Assessment Measures

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
<th>Actual Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>03/19/2013</td>
<td></td>
<td>Students will demonstrate their competency through written exams and practical demonstration of machinery use in landscape situations.</td>
</tr>
</tbody>
</table>

Intended Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Intended Results</th>
<th>Actual Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>03/19/2013</td>
<td></td>
<td>Increases students marketability to potential employers.</td>
</tr>
</tbody>
</table>

Status Reports

<table>
<thead>
<tr>
<th>Date</th>
<th>Status Report</th>
<th>Actual Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No Status Reports to Display</td>
<td>Moving the heavy equipment closer to the landscape garden center will help ensure this equipment is used more regularly and better maintained. This will alleviate the problem of equipment being blocked by private contractors for necessary projects. The programs finding a potential practice area on campus that will not be developed presents a serious challenge. One possible solution is to ask Duke Energy if the area under the power lines might be used as an equipment training area.</td>
</tr>
</tbody>
</table>

Use of Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Use of Results</th>
<th>Actual Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/01/2013</td>
<td></td>
<td>Moving the heavy equipment closer to the landscape garden center will help ensure this equipment is used more regularly and better maintained. This will alleviate the problem of equipment being blocked by private contractors for necessary projects. The programs finding a potential practice area on campus that will not be developed presents a serious challenge. One possible solution is to ask Duke Energy if the area under the power lines might be used as an equipment training area.</td>
</tr>
</tbody>
</table>

Print Date: Wednesday, March 12, 2014
### Gap Analysis

<table>
<thead>
<tr>
<th>Date</th>
<th>Gap Analysis</th>
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<tbody>
<tr>
<td></td>
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</table>

### SWOT

<table>
<thead>
<tr>
<th>Date</th>
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<tbody>
<tr>
<td></td>
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</table>

### Units Impacted

<table>
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<tr>
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<tbody>
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</table>

No Units Impacted to Display
**Objective Description**

Students completing HOR 164, Horticulture Pest Management, will have the knowledge necessary to pass the North Carolina commercial pesticide applicators exam, as administered by the North Carolina Department of Agriculture.

**Tasks**

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In Progress</td>
<td>Medium</td>
<td>The Instructor will devote class time to prepare for the North Carolina Pesticide Applicators Exam. This will include studying common landscape and turf pests, calculations for the accurate applications, and label comprehension to ensure the safe and the correct selection of pesticides. This will be done through written methods, demonstrations, and the application of pesticides to the landscape grounds.</td>
</tr>
</tbody>
</table>

**Assessment Measures**

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/30/2013</td>
<td>Sixty percent of students that pass HOR 164 will have a North Carolina pesticide applicators license.</td>
</tr>
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</table>

**Intended Results**

<table>
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</tr>
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<tbody>
<tr>
<td>10/01/2013</td>
<td>Only 40% percent of student took the pesticide exam in fall of 2012 or the spring of 2013. Most students cited the high cost of the exam, seventy-five dollars, as the single largest reason why they did not take the exam. Students that were financially able to take the exam said they were well prepared. Four of the five student which took the NC state pesticide exam passed the exam the first time.</td>
</tr>
</tbody>
</table>

**Use of Results**

<table>
<thead>
<tr>
<th>Date</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/01/2013</td>
<td>After speaking with North Carolina Department of Agriculture pesticide inspectors the cost of testing will not lessen in the near future. Finding an alternative revenue stream such as a small portion of the Landscape Gardening Programs annual spring plant sale proceeds to provide a partial scholarship for those student which pass the class with a B or better.</td>
</tr>
</tbody>
</table>

**Gap Analysis**

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**SWOT**

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<tr>
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</tr>
</tbody>
</table>

No Units Impacted to Display
Unit Purpose

Unit Goals

<table>
<thead>
<tr>
<th>Obj ID</th>
<th>Objective</th>
<th>Objective Purpose</th>
<th>Objective Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2732</td>
<td>C&amp;CP Enrollment</td>
<td>Assessment Objective</td>
<td>Pending</td>
</tr>
</tbody>
</table>

Objective Description
Increase enrollment in Career and College Promise Programs (Due to legislative changes to programs for high school students, enrollment has declined.)

Institutional Goals
- 01-Teaching and Learning
- 06-Community Partnerships

Objective Types
- Legislative Mandate
- Opportunities/Weaknesses

Strategic Initiatives
- Communication
- Customer Service

Tasks

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In Progress</td>
<td>High</td>
<td>Increase visits to high schools to inform prospective students about the C&amp;CP program</td>
</tr>
<tr>
<td>10/21/2013</td>
<td>Complete</td>
<td>High</td>
<td>Develop and distribute marketing materials for the C&amp;CP programs.</td>
</tr>
<tr>
<td>12/07/2012</td>
<td>Complete</td>
<td>High</td>
<td>Offer information sessions to home school students and high school counselors throughout the semester.</td>
</tr>
</tbody>
</table>

Assessment Measures

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>02/21/2012</td>
<td>Enrollment in C&amp;CP programs will increase 5% each semester.</td>
</tr>
</tbody>
</table>

Intended Results

No Intended Results to Display

Status Reports

No Status Reports to Display

Actual Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Actual Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/22/2014</td>
<td>Site visits were made to each of the 10 area high schools during the Spring 2013 semester for Fall 2013 recruiting.</td>
</tr>
<tr>
<td>01/22/2014</td>
<td>Fall 2012 CCP enrollment equaled 97 students. Spring 2013 CCP enrollment equaled 116 students. This was a 20% increase in enrollment which exceeded our goal.</td>
</tr>
</tbody>
</table>

Use of Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/22/2014</td>
<td>Saw an increase in CCP enrollment. Continue to have regular contact and visits with high schools to maintain a positive and smooth working relationship.</td>
</tr>
<tr>
<td>01/22/2014</td>
<td>Will continue to monitor enrollment numbers.</td>
</tr>
</tbody>
</table>
### Gap Analysis

<table>
<thead>
<tr>
<th>Date</th>
<th>Gap Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No Gap Analysis to Display</td>
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</tbody>
</table>

### SWOT

<table>
<thead>
<tr>
<th>Date</th>
<th>SWOT Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No SWOT to Display</td>
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</tbody>
</table>

### Units Impacted

<table>
<thead>
<tr>
<th>Date</th>
<th>Unit Code</th>
<th>Planning Unit</th>
<th>Unit Manager</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

No Units Impacted to Display
### Objective Description

Increase student awareness of and participation in service learning projects and activities.

#### Tasks

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
<th>Budget Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Progress</td>
<td>High</td>
<td></td>
<td>Develop Service learning fair in conjunction with 2013 MLK, Jr. National Day of Service, with 15-20 community partners. Coordinate with organization sponsors to track extra-curricular involvement in service and volunteerism. Create marketing flyer for distribution through Dean and posting in key locations which raises awareness and interest in courses that offer SL option. Communicate frequently with instructors who offer SL option to convey information about new community partners and opportunities.</td>
<td>$0</td>
</tr>
</tbody>
</table>

#### Assessment Measures

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/16/2011</td>
<td>Increase reported service learning hours by 10% over previous academic year.</td>
</tr>
</tbody>
</table>

#### Intended Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Intended Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No Intended Results to Display</td>
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</tbody>
</table>

#### Status Reports

<table>
<thead>
<tr>
<th>Date</th>
<th>Status Report</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No Status Reports to Display</td>
</tr>
</tbody>
</table>

#### Actual Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Actual Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/22/2014</td>
<td>254 students participated in 2012-13 with a total (minimum) of 4,701 hours and (maximum) 5,090. This was an 82% increase in reported number of students and a 71% increase in reported number of hours in community service hours.</td>
</tr>
</tbody>
</table>

#### Use of Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/22/2014</td>
<td>Data will continue to be monitored and provided to the Faculty Association.</td>
</tr>
</tbody>
</table>

#### Gap Analysis

<table>
<thead>
<tr>
<th>Date</th>
<th>Gap Analysis:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No Gap Analysis to Display</td>
</tr>
</tbody>
</table>

#### SWOT

<table>
<thead>
<tr>
<th>Date</th>
<th>SWOT Description:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No SWOT to Display</td>
</tr>
<tr>
<td>Units Impacted</td>
<td>Date</td>
</tr>
<tr>
<td>---------------</td>
<td>------</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>No Units Impacted to Display</td>
<td></td>
</tr>
</tbody>
</table>
### Objective Description

Beginning January 1, 2012, the NC Career and College Promise Program will replace all high school-college dual enrollment programs in the community college system. All rules, laws, and regulations guiding Huskins Classes, Concurrent Enrollment, Learn and Earn Online, and Early College High Schools will be obsolete. CFCC will follow the new rules and guidelines. This objective will help ensure that CFCC dual enrollment students, high school administrators, and college department chairs will learn the change and adapt their plans accordingly.

### Tasks

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>07/01/2013</td>
<td>In Progress</td>
<td>High</td>
<td>Meet with College Department Chairs to determine the most appropriate certificate programs for high school students.</td>
</tr>
<tr>
<td>04/19/2013</td>
<td>In Progress</td>
<td>High</td>
<td>Meet with high school students, counselors, and administrators to discuss changes to the programs and showcase the new certificate pathways available under the new program.</td>
</tr>
</tbody>
</table>

### Assessment Measures

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>05/13/2013</td>
<td>Enrollment in the NC Career and College Promise will increase each semester and CCP students will have an 80% success rate in college courses.</td>
</tr>
</tbody>
</table>

### Intended Results

<table>
<thead>
<tr>
<th>Date</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
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### Status Reports

<table>
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<tr>
<th>Date</th>
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### Actual Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Actual Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/22/2014</td>
<td>Enrollment increased from Fall 2012 to Spring 2013 by 20%. 86% of courses were successfully completed during the 2012-13 year.</td>
</tr>
</tbody>
</table>

### Use of Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/22/2014</td>
<td>Data will continue to be monitored as best practices are developed.</td>
</tr>
</tbody>
</table>

### Gap Analysis

<table>
<thead>
<tr>
<th>Date</th>
<th>Gap Analysis:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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### SWOT

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<tr>
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</thead>
<tbody>
<tr>
<td></td>
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</tbody>
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**Print Date:** Wednesday, March 12, 2014  **Page:** 327 of 356
<table>
<thead>
<tr>
<th>Units Impacted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
</tr>
<tr>
<td>No Units Impacted to Display</td>
</tr>
</tbody>
</table>
Unit Purpose

“The Learning Lab is a comprehensive learning assistance center. The Learning Lab provides educational support for student success. The Learning Lab seeks to fulfill this mission by empowering students to succeed academically in the classes for which they seek help through the use of instructional facilitators, student tutors, and computer assisted instruction, while meeting the needs of individual learning styles and building their self-reliance and self-esteem.”

Unit Goals

<table>
<thead>
<tr>
<th>Obj ID</th>
<th>Objective</th>
<th>Objective Purpose</th>
<th>Objective Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2652</td>
<td>Reformat Online Practice Materials for the Psychological Services Bureau (PSB) Test</td>
<td>Assessment Objective</td>
<td>Incomplete</td>
</tr>
</tbody>
</table>

Objective Description

The PSB Practice Materials (http://cfcc.edu/learninglab/PSB/PSB.htm) remain one of the few help sources available to students nationally. For students at CFCC, these resources have been successfully combined with face-to-face help in the N-407 Science Lab. The online practice materials were created many years ago but were not created in any of the common internet programming languages. The result is that some of this material needs to be reformatted for the internet since these files cannot be opened.

Institutional Goals | Objective Types | Strategic Initiatives
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>05-Distance Learning</td>
<td>Student and Customer Outcomes</td>
<td>Retention</td>
</tr>
<tr>
<td>01-Teaching and Learning</td>
<td>Opportunities/Weaknesses</td>
<td>Customer Service</td>
</tr>
<tr>
<td>04-Learning Resources</td>
<td></td>
<td>Completions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10/19/2012</td>
<td>Complete</td>
<td>High</td>
<td>Determine file types that are present in the PSB practice materials and which files will not open. Also determine how the interactive features were set up in order to be able to determine how best to reformat these materials.</td>
</tr>
<tr>
<td></td>
<td>11/02/2012</td>
<td>Complete</td>
<td>High</td>
<td>Try to determine what is contained in the files that will not open in order to be able to recreate them.</td>
</tr>
<tr>
<td></td>
<td>11/16/2012</td>
<td>Complete</td>
<td>High</td>
<td>Collaborate with the Webmaster in order to decide upon the best way (programming language, style sheets, etc.) to proceed with reformatting the PSB practice materials.</td>
</tr>
<tr>
<td></td>
<td>01/25/2013</td>
<td>Complete</td>
<td>High</td>
<td>Acquire the necessary resources (software) in order to reformat the practice materials or schedule for this work to be done by the Webmaster.</td>
</tr>
<tr>
<td></td>
<td>03/29/2013</td>
<td>Complete</td>
<td>High</td>
<td>Complete reformatting in new programming language.</td>
</tr>
</tbody>
</table>

Assessment Measures

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>04/26/2013</td>
<td>Upon the Learning Lab completing the reformatting, students working with Gerri Edmonds, LPN who provides help to students studying for the PSB test, will take a survey and answer the following questions:</td>
</tr>
<tr>
<td></td>
<td>1. Was the information relevant to your purposes?</td>
</tr>
<tr>
<td></td>
<td>2. Was the content of the practice materials easy to navigate?</td>
</tr>
<tr>
<td></td>
<td>3. Is the content useful?</td>
</tr>
<tr>
<td></td>
<td>4. Is the information accurate?</td>
</tr>
<tr>
<td></td>
<td>5. Did the content fulfill the needs that brought you to these pages?</td>
</tr>
</tbody>
</table>
**Intended Results**

<table>
<thead>
<tr>
<th>Date</th>
<th>Intended Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>04/26/2013</td>
<td>Pre-Health Sciences students accessing the PSB Practice Materials will find this page a helpful resource in preparing to take the PSB Test.</td>
</tr>
</tbody>
</table>

**Status Reports**

<table>
<thead>
<tr>
<th>Date</th>
<th>Status Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>6/4/2013</td>
<td>We were informed by Patrick Pittman that several of the links on the PSB Practice page were not working. In all, three files no longer work: Synonyms 1, Spatial 1, and Spatial 2. The Webmaster felt that this was probably a direct result of migrating to Active Directory and updating all computers to Windows 7.</td>
</tr>
<tr>
<td>3/22/2013</td>
<td>Completing the conversion of the Learning Lab web pages in Word Press has had the happy side effect of making all of the PSB Practice Materials operable again!</td>
</tr>
<tr>
<td>2/8/2013</td>
<td>Gregory Williams and I attended training for using the new Word Press software for website development. We are proceeding with converting all Learning Lab web pages through Word Press.</td>
</tr>
<tr>
<td>1/7/2013</td>
<td>It is rumored that we will be responsible for updating our web pages using a new software package. I have recommended holding off on reformatting the PSB practice materials until we are sure what is going on.</td>
</tr>
<tr>
<td>11/16/2012</td>
<td>The Webmaster recommends reformatting the materials in html. This will be a long process, especially since we still do not know the exact content (how the text and graphics went together for the Spatial Relations exercises).</td>
</tr>
<tr>
<td>11/2/2012</td>
<td>We were able to determine the graphics and text in the files that would not open but not how they went together. We are consulting with Gerri Edmonds, PSB Resource Person, on her recollection of these files and the exercises they contained.</td>
</tr>
<tr>
<td>10/12/2012</td>
<td>The PSB Practice Materials look to have been set up using MS Word. Most of these files use hyperlinks to navigate from question page to answer page and is initiated when the student selects an answer. Those files that do not work are still undetermined in nature but appear to also be Word files.</td>
</tr>
</tbody>
</table>

**Actual Results**

<table>
<thead>
<tr>
<th>Date</th>
<th>Actual Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>03/22/2013</td>
<td>Converting the Learning Lab web pages in Word Press has had the unintended result of all PSB Practice Materials becoming operable again. I suspect that the conversion process replaced some web drivers that were missing and necessary under our current configuration.</td>
</tr>
<tr>
<td>06/04/2013</td>
<td>The migration to Active Directory and upgrade of the computers to Windows 7 changed the drivers available to open different file types. Three files in the PSB Practice Materials no longer can be opened. Specifically, the Synonym 1, Spatial 1, and Spatial 2 files cannot be opened. These files are a type of file that requires the Active X driver which is apparently no longer used in Windows 7.</td>
</tr>
<tr>
<td>06/11/2013</td>
<td>The success of the conversion of the Learning Lab webpages with its side-effect of &quot;fixing&quot; the PSB Practice Materials was short-lived. IT Services migration to Active Directory and the upgrade of all CFCC computers to Windows 7 affected three specific files found in the PSB Practice Materials. The Webmaster hypothesizes that these files probably use the Active X control that is no longer used in Windows 7 and the current version of Microsoft Office.</td>
</tr>
<tr>
<td>06/21/2013</td>
<td>After further discussions with the Webmaster, we were advised to start from scratch with the three affected files. We will need to identify new contact and then create them in html or some other web-based language. For now, the majority of the practice materials are functional which gives students a valuable study tool to prepare for the PSB Test. We will work with Gerri Edmonds, PSB Resource Person, to identify content for these files. Gradually, we will also convert all other files to html so that they are completely based in web language.</td>
</tr>
</tbody>
</table>

**Use of Results**

<table>
<thead>
<tr>
<th>Date</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/30/2013</td>
<td>A customer satisfaction survey was posted to page 2 of the PSB page on the Learning Lab website. There are no results but this is not unexpected since the PSB Resource Person does not work during the summer. Phone calls from both CFCC and non-CFCC students indicate that these are helpful pages since most calls are to inquire when the three non-working files will be functional. Also, the fact that a student alerted Patrick Pittman to the fact that the files were not working is another indication that our PSB pages are an important and helpful resource for people studying to take this test.</td>
</tr>
</tbody>
</table>
### Gap Analysis

<table>
<thead>
<tr>
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<tbody>
<tr>
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### SWOT

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### Units Impacted

<table>
<thead>
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<tbody>
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</tbody>
</table>

No Units Impacted to Display
Objective Description

Create a Study Skills video series that can be accessed through the Learning Lab web pages and through iTunes U. Students will have 24 hour access to a series of brief videos that will enable them to develop stronger and broader academic skills for success in the classroom.

Tasks

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/14/2012</td>
<td>Complete</td>
<td>High</td>
<td>Meet with Jack Landry, Drama Instructor, to discuss the first four video scripts (Note Taking, Time Management, Underlining and Highlighting, and How to Avoid Studying). Discuss feasibility/suitability of scripts, student involvement (Acting Class and/or Drama Club) and potential timeline for filming.</td>
</tr>
<tr>
<td>09/21/2012</td>
<td>Complete</td>
<td>Medium</td>
<td>Speak with Tim Vandenberg to confirm that arrangements are being made for filming.</td>
</tr>
<tr>
<td>12/03/2012</td>
<td>Complete</td>
<td>High</td>
<td>Have filming completed so that any editing or production can be completed by March 1st</td>
</tr>
<tr>
<td>03/01/2013</td>
<td>Complete</td>
<td>High</td>
<td>Complete editing and prepare videos for upload to Learning Lab web page and iTunes U.</td>
</tr>
<tr>
<td>05/01/2013</td>
<td>Incomplete</td>
<td>High</td>
<td>Upon completion, advertise the availability of the video series to the campus.</td>
</tr>
</tbody>
</table>

Assessment Measures

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>05/01/2013</td>
<td>A short survey will be available along with links to the videos.</td>
</tr>
<tr>
<td></td>
<td>1. Were the study skills topics pertinent to your needs?</td>
</tr>
<tr>
<td></td>
<td>Yes   No</td>
</tr>
<tr>
<td></td>
<td>2. Was the content of the videos helpful?</td>
</tr>
<tr>
<td></td>
<td>Yes   No</td>
</tr>
<tr>
<td></td>
<td>3. Was the length of the video adequate?</td>
</tr>
<tr>
<td></td>
<td>Too long  Just right  Too short</td>
</tr>
<tr>
<td></td>
<td>4. Were the study skills videos easy to find on the CFCC website?</td>
</tr>
<tr>
<td></td>
<td>Yes   No</td>
</tr>
<tr>
<td></td>
<td>5. Was the content of the video adequate to cover the topic?</td>
</tr>
<tr>
<td></td>
<td>Yes   No</td>
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</tbody>
</table>

Intended Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Intended Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>05/01/2013</td>
<td>Students will have access to the first installment of videos focused on academic skills. The videos will be podcast length (2 to 3 minutes) and each topic will show them enough to get them started. Each video will end with an endorsement for the Learning Lab being a place where they can get tutored and learn to be a better student.</td>
</tr>
</tbody>
</table>

Status Reports

<table>
<thead>
<tr>
<th>Date</th>
<th>Status Report</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>No Status Reports to Display</td>
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</tbody>
</table>
### Actual Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Actual Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/14/2012</td>
<td>Met with Jack Landry. He expressed a concern for the language used in the scripts and wanted permission to allow the actors to play with it to make it more &quot;current.&quot; To achieve this, student actors will rehearse the script and try to put the dialogue in their own words. Jack thought we could be filming in October or November.</td>
</tr>
<tr>
<td>09/19/2012</td>
<td>Tim confirmed speaking with Jack Landry about this project. He said that tentatively, they were planning on filming in mid-November.</td>
</tr>
<tr>
<td>11/05/2012</td>
<td>Spoke with Tim Vandenberg. He informed me the first Study Skills Video would be filmed on Thursday, Nov. 8 around 3:30 pm.</td>
</tr>
<tr>
<td>11/13/2012</td>
<td>Filming of the first four video scripts (Note Taking - Cornell Method, How to Avoid Study Without Trying, Time Management, Underlining and Highlighting) was completed, two on 11/8 and two on 11/13.</td>
</tr>
<tr>
<td>02/22/2013</td>
<td>After careful review of the four videos, it was discovered that one had a significant error in the dialogue which was not caught at the time of filming. This scene was shot outside which made it difficult to hear the actors dialogue. Several possibilities exist for editing out the error and are under consideration.</td>
</tr>
<tr>
<td>03/01/2013</td>
<td>Three videos were posted to the Learning Lab website on the Resource Page. Conversations with Justin Floyd concluded that iTunes U was not really being used anymore so the decision was made to not post the videos to this venue.</td>
</tr>
</tbody>
</table>

### Use of Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/30/2013</td>
<td>A survey is available directly before links to the Study Skills videos on the Learning Lab Resource Page. While students have not yet submitted responses to the survey, it is hopeful that these videos are being viewed. Several emails from public school teachers indicate that the study skills links are being used by their students. An article announcing the availability of these videos will be included in the next issue of the Learning Lab Express newsletter.</td>
</tr>
</tbody>
</table>

### Gap Analysis

<table>
<thead>
<tr>
<th>Date</th>
<th>Gap Analysis:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>No Gap Analysis to Display</td>
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</tbody>
</table>

### SWOT

<table>
<thead>
<tr>
<th>Date</th>
<th>SWOT Description:</th>
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<tbody>
<tr>
<td></td>
<td>No SWOT to Display</td>
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</table>

### Units Impacted

<table>
<thead>
<tr>
<th>Date</th>
<th>Unit Code</th>
<th>Planning Unit</th>
<th>Unit Manager</th>
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<tbody>
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No Units Impacted to Display
Objective Description
Textbook holdings in the Writing Center, Math Lab, Science Lab, and North Campus need to be reviewed to ensure that all currently used textbooks are available. Current textbooks are important for tutors to be able to reference and verify information and to see how concepts are worded when trying to figure out why students don’t understand.

<table>
<thead>
<tr>
<th>Institutional Goals</th>
<th>Objective Types</th>
<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>04-Learning Resources</td>
<td>Student and Customer Outcomes</td>
<td>Customer Service</td>
</tr>
<tr>
<td>01-Teaching and Learning</td>
<td>Opportunities/Weaknesses</td>
<td>Retention</td>
</tr>
</tbody>
</table>

Tasks

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/01/2012</td>
<td>Complete</td>
<td>High</td>
<td>Identify which currently used textbooks are not in our holdings for the Writing Center, Math Lab, Science Lab, and North Campus.</td>
</tr>
<tr>
<td>12/14/2012</td>
<td>Complete</td>
<td>High</td>
<td>Order complimentary copies from the appropriate publisher. Purchase any texts that cannot be gotten through this means.</td>
</tr>
<tr>
<td>01/11/2013</td>
<td>Complete</td>
<td>High</td>
<td>Upon receipt, check-in new textbooks and distribute to the appropriate lab.</td>
</tr>
</tbody>
</table>

Assessment Measures

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>02/01/2013</td>
<td>After acquisition of all missing textbooks, students utilizing the Math Lab, Writing Center, and Science Labs will be administered a survey asking:</td>
</tr>
<tr>
<td></td>
<td>1. How important do you feel it is that your textbook is available in the tutoring lab? Very important Somewhat important Not important</td>
</tr>
<tr>
<td></td>
<td>2. Was your textbook availability more helpful to you or to the tutor that was working with you? Me The Tutor</td>
</tr>
<tr>
<td></td>
<td>3. Was the availability of your textbook helpful in aiding your understanding of the course material or simply as reference? Understanding Reference</td>
</tr>
<tr>
<td></td>
<td>4. Do you own the book? Yes No</td>
</tr>
<tr>
<td></td>
<td>5. Are there other materials that you feel are more important for the tutoring lab to have than your textbook? If so, what?</td>
</tr>
</tbody>
</table>

Intended Results

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<tr>
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Status Reports

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<thead>
<tr>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>8/16/2013</td>
<td>Received all missing Math textbooks.</td>
</tr>
</tbody>
</table>
Actual Results

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>09/07/2012</td>
<td>Instructed Math Lab workers to determine missing math textbooks.</td>
</tr>
<tr>
<td>09/14/2012</td>
<td>Determined missing math textbooks and ordered complimentary copies.</td>
</tr>
<tr>
<td>09/28/2012</td>
<td>Received all math textbooks, catalogued, and distributed to the Math Lab!</td>
</tr>
<tr>
<td>10/03/2012</td>
<td>Spoke to Darryl Wright, Lead Tutor Science Lab, and instructed him to determine which science textbooks we needed.</td>
</tr>
<tr>
<td>10/18/2012</td>
<td>Spoke to Mary Jeanne Anderson, Secretary English Department, who informed me that the English Department had extra copies of all English textbooks and that they would collect all of them and send them over to us! Yay!</td>
</tr>
<tr>
<td>10/19/2012</td>
<td>Determined missing Science textbooks and ordered complimentary copies.</td>
</tr>
<tr>
<td>11/06/2012</td>
<td>Received all Science textbooks and distributed to the Science Lab.</td>
</tr>
<tr>
<td>08/16/2013</td>
<td>Received all English textbooks from the English Department and distributed to the Writing Center.</td>
</tr>
</tbody>
</table>

Use of Results

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</thead>
<tbody>
<tr>
<td>06/30/2013</td>
<td>A survey was attached to the Tutoring page in the Learning Lab website. While students have not yet taken this survey, Lead Tutors in each of the tutoring labs report that students use the textbooks for one of two reasons: 1) they don't own the book, or 2) they didn't bring their book with them. Lead Tutors have been instructed to pull up the survey on the student's computer and ask them to answer the questions regarding how important they feel it is for the tutoring labs to have their textbooks available. Tutors also use the textbooks to understand the methods teachers are teaching their students and to refresh their knowledge in the various subjects they tutor. As students submit their responses to the survey, we will have a better understanding of whether textbook availability is an important resource for them. The process for obtaining textbooks is time consuming. We have already determined that some books we had in inventory last year are unaccounted for. It will be valuable to know the importance of textbooks for all parties to be able to determine if continuing this practice is worthwhile.</td>
</tr>
</tbody>
</table>

Gap Analysis

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SWOT

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Units Impacted

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No Units Impacted to Display
The mission of the Learning Resources Center is to support the mission of the College and to enhance the teaching/learning process through provision of adequate, up-to-date resource collections in formats consistent with prevailing technologies; provision of access to the collections of other libraries; promotion of user-directed electronic database searching; provision of instruction in the use of resources to enable users to function in an information-driven society; and promotion of life-long learning opportunities.

Objective Description
The Library is currently part of a 4-Library consortium, NC LITN. Two libraries have announced their intention to withdraw from the consortium by the end of the 2013 FY. This leaves CFCC and Davidson County Community College in the position of exploring new automation systems. The Libraries will apply for a Library Services and Technology Act (LSTA) grant to choose and implement a new automation system. If the grant application is successful, this objective will carry over to next year for implementation.

<table>
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<tr>
<th>Institutional Goals</th>
<th>Objective Types</th>
<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>04-Learning Resources</td>
<td>Opportunities/Weaknesses</td>
<td>Customer Service</td>
</tr>
<tr>
<td>03-Technology Tools, Training and Application</td>
<td>Student and Customer Outcomes</td>
<td></td>
</tr>
</tbody>
</table>

**Tasks**

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/30/2012</td>
<td>Complete</td>
<td>High</td>
<td>Submit a &quot;Letter of Intent&quot; to seek an LSTA grant to implement a new Integrated Library System (ILS).</td>
</tr>
<tr>
<td>02/28/2013</td>
<td>Complete</td>
<td>High</td>
<td>Research, write, and submit an LSTA Grant proposal for the implementation of a new ILS for the CFCC and DCCC Libraries.</td>
</tr>
</tbody>
</table>

**Assessment Measures**

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>02/28/2013</td>
<td>LSTA Grant Application submitted by deadline of 2/28/13. Grant awards to be announced on or before June 11, 2013.</td>
</tr>
</tbody>
</table>

**Intended Results**

No Intended Results to Display

**Status Reports**

No Status Reports to Display

**Actual Results**

<table>
<thead>
<tr>
<th>Date</th>
<th>Actual Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>02/27/2013</td>
<td>LSTA Grant Application submitted. Announcement of awards due on or before June 11, 2013.</td>
</tr>
</tbody>
</table>
### Use of Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/13/2014</td>
<td>Data gathered has been used to implement an RFP for a new Integrated Library System.</td>
</tr>
</tbody>
</table>

### Gap Analysis

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<thead>
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<tbody>
<tr>
<td></td>
<td>No Units Impacted to Display</td>
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</table>
## Objective Description
The Distance Learning unit, which has reported directly to the Vice President for Instruction, will now be moved under the LRC and report to the Dean of the LRC.

### Institutional Goals
<table>
<thead>
<tr>
<th>Objective Types</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Opportunities/Weaknesses</td>
<td>Customer Service</td>
</tr>
<tr>
<td>Customer Service</td>
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<tr>
<td>Innovation</td>
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### Tasks

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/01/2012</td>
<td>Complete</td>
<td>High</td>
<td>Move DL staff physically to the LRC; update paperwork to show new supervisor; update job descriptions; order/move necessary furniture and equipment for staff.</td>
</tr>
<tr>
<td>05/13/2013</td>
<td>In Progress</td>
<td>High</td>
<td>Incorporate new staff into LRC staff evaluation process; communicate expectations; evaluate staff.</td>
</tr>
<tr>
<td>01/02/2013</td>
<td>Complete</td>
<td>High</td>
<td>Recruit new Distance Learning Coordinator. Draft job description; recruit qualified candidates; use People Admin for the entire process; hire excellent candidate.</td>
</tr>
</tbody>
</table>

### Assessment Measures

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### Use of Results

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<tbody>
<tr>
<td></td>
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</table>
Unit Purpose

LEIS monitors and analyze student progress through LEIS data collection and entry. It also maintains program integrity by meeting NCCCS performance measures and implementing State and Federal testing policies.

Unit Goals

<table>
<thead>
<tr>
<th>Obj ID</th>
<th>Objective</th>
<th>Objective Purpose</th>
<th>Objective Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2684</td>
<td>Educational Functioning Level Movement</td>
<td>Assessment Objective</td>
<td>Pending</td>
</tr>
</tbody>
</table>

Objective Description

Improving students skills so they can get a job or go to college is the program's number one goal. Each student is tested in CASAS or TABE for their initial EFL placement - after 60-70 hours of instruction, students are tested again to see how their skills have improved. The state and federal government requires we move a certain percentage of our students from one EFL to the a higher EFL. We want to meet those performance measures.

Institutional Goals | Objective Types | Strategic Initiatives |
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>01-Teaching and Learning</td>
<td>Legislative Mandate</td>
<td>Performance Measures Compliance</td>
</tr>
<tr>
<td></td>
<td>Student and Customer Outcomes</td>
<td>Completions</td>
</tr>
</tbody>
</table>

Tasks

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/08/2012</td>
<td>Complete</td>
<td>High</td>
<td>Provide instructors with test records of their students generated from Informer.</td>
</tr>
<tr>
<td>01/02/2013</td>
<td>Complete</td>
<td>High</td>
<td>Provide instructors with a list of test records for their students generated from Informer.</td>
</tr>
<tr>
<td>03/13/2013</td>
<td>Complete</td>
<td>High</td>
<td>Provide instructors with a list of test records for their students generated from Informer.</td>
</tr>
<tr>
<td>05/29/2013</td>
<td>Complete</td>
<td>High</td>
<td>Provide instructors with a list of test records for their students generated from Informer.</td>
</tr>
<tr>
<td>04/30/2013</td>
<td>Complete</td>
<td>Medium</td>
<td>Provide individual training update for instructors on CASAS testing, including consideration of when to test and using the correct test form. Go over their test reports with them at that time to help troubleshoot testing concerns.</td>
</tr>
</tbody>
</table>

Assessment Measures

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>04/04/2013</td>
<td>Compare post-test rates and EFL completion with recent years.</td>
</tr>
<tr>
<td>06/28/2013</td>
<td>Students in each EFL will move the required percentage for the state and federal government.</td>
</tr>
</tbody>
</table>

Intended Results

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>04/04/2013</td>
<td>By ensuring we post-test students with sufficient hours and use the right test form, we should improve post-test rates and this should have an impact on EFL completion.</td>
</tr>
</tbody>
</table>

Status Reports

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Actual Results

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<tbody>
<tr>
<td>09/13/2013</td>
<td>We are waiting for the 2012-2013 program data from the system office. Our year-end LEIS report was submitted 8/20/13 and it is estimated that the system office will have the NRS summary report to us in October 2013.</td>
</tr>
</tbody>
</table>
### Use of Results

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<thead>
<tr>
<th>Date</th>
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</tr>
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<tbody>
<tr>
<td>04/04/2013</td>
<td>Analyze 2012-2013 annual data report to determine further needs and strategies for the next program year.</td>
</tr>
</tbody>
</table>

### Gap Analysis

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No Units Impacted to Display
**Objective Description**
Contact and inform students, who have started the GED testing processing but never finished it, of the changes to the current GED test which will end 2013. Collaborate with Career and Testing Services to create a list of incomplete testers with a goal of contacting 100% of them.

<table>
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<tbody>
<tr>
<td>07-Student Support Services</td>
<td>Student and Customer Outcomes</td>
<td>Completions</td>
</tr>
</tbody>
</table>

**Tasks**

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/21/2012</td>
<td>Complete</td>
<td>High</td>
<td>Plan a 2013 End of the 2002 GED calendar with the Director of Career and Testing Services. Develop a list of incomplete testers to contact and mail out letters to those students.</td>
</tr>
<tr>
<td>01/07/2013</td>
<td>Complete</td>
<td>High</td>
<td>Develop an informational flyer to mail to all incomplete GED testers and mail. Update website, Facebook and Twitter pages to provide information regarding the end of the 2002 GED test series.</td>
</tr>
<tr>
<td>03/15/2013</td>
<td>Complete</td>
<td>High</td>
<td>Have Career and Testing run another incomplete GED tester list. Mail letters to incomplete testers (2nd mailing since November 2012).</td>
</tr>
<tr>
<td>05/15/2013</td>
<td>Complete</td>
<td>High</td>
<td>Have Career and Testing run another incomplete GED tester list. Mail flyers to incomplete testers (3rd mailing) and email current students.</td>
</tr>
</tbody>
</table>

**Assessment Measures**

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/13/2013</td>
<td>100% of incomplete GED testers will have been contacted regarding the end of the 2002 GED test series.</td>
</tr>
</tbody>
</table>

**Intended Results**

<table>
<thead>
<tr>
<th>Date</th>
<th>Intended Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>04/05/2013</td>
<td>Ensure completion of the 2002 GED by as many incomplete testers as possible 2012-2013. This will be measured in our LEIS pass GED data for the program year.</td>
</tr>
</tbody>
</table>

**Status Reports**

<table>
<thead>
<tr>
<th>Date</th>
<th>Status Report</th>
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<tbody>
<tr>
<td></td>
<td>No Status Reports to Display</td>
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</tbody>
</table>

**Actual Results**

<table>
<thead>
<tr>
<th>Date</th>
<th>Actual Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/30/2013</td>
<td>222 GED diplomas were awarded for the 2012-2013 program year. This is a 7% increase from the prior year.</td>
</tr>
</tbody>
</table>

**Use of Results**

<table>
<thead>
<tr>
<th>Date</th>
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</thead>
</table>
| 09/13/2013 | 1. Announcements on Facebook and Twitter were effective at reaching students with information about the series closeout. We will continue to expand our use of social media to communicate about the new test and our program.  
   2. Letters sent out to incomplete testers generated many calls from students to see about returning to the GED program. While do not have numbers for students who re-enrolled as a result, the response suggests that the letters were effective at reaching students. Mailings will be considered for other updates and for retention efforts in other programs. |
<table>
<thead>
<tr>
<th>Date</th>
<th>SWOT Description:</th>
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<tbody>
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<td>No SWOT to Display</td>
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<tr>
<th>Date</th>
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<th>Planning Unit</th>
<th>Unit Manager</th>
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</thead>
<tbody>
<tr>
<td>No Units Impacted to Display</td>
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</tbody>
</table>
Objective Description

Instruction in computer skills and basic digital literacy will be crucial for our ABE/GED students to succeed with the new computer-based testing for the GED to be implemented at CFCC in 2013. There are a number of learning platforms that are developing programs to address computer essentials for the GED or equivalent testing. Our objective for this year will be to find, evaluate, and pilot the use of an online learning program with our on-campus ABE/GED students.

Assessment Objective: Incomplete

Assessment Measures

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>04/23/2013</td>
<td>Collect survey from instructors for their feedback on the program's effectiveness. Determine if the consensus is positive for continuing with this program.</td>
</tr>
<tr>
<td>07/01/2013</td>
<td>Students in the pilot group complete and pass the computer-based testing skills module in the spring prior to implementation of the CBT form of the GED in 2013. The goal is 100% completion by students who remain active in the ABE/GED program.</td>
</tr>
</tbody>
</table>

Intended Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Intended Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>07/01/2013</td>
<td>As many students as possible from our pilot successfully complete the computer-based testing skills module.</td>
</tr>
</tbody>
</table>

Status Reports

<table>
<thead>
<tr>
<th>Date</th>
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</tr>
</thead>
<tbody>
<tr>
<td>9/13/2013</td>
<td>The computer-based testing skills module has not been released. The latest estimate is for release in mid-October 2013.</td>
</tr>
<tr>
<td>6/11/2013</td>
<td>Use of the general course in GED Academy continues in our ABE/GED classes. The release of the computerized testing skills module has been delayed several times. The last projected release date was 6/7/13.</td>
</tr>
<tr>
<td>2/12/2013</td>
<td>Began pilot use of GED Academy with LeKeith Bufford's GED Advanced class 2/1/13. Students have completed prescriptive pre-tests and are working on modules in the general course. We are waiting for the addition of the new computerized testing skills module to the program some time in the next 1-2 months.</td>
</tr>
</tbody>
</table>

Actual Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Actual Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/13/2013</td>
<td>Feedback from instructors and students for the GED Academy program (without the computer-based testing skills module) is very favorable. The program is used by all of our on-campus GED classes and most of the off-campus classes.</td>
</tr>
</tbody>
</table>
Use of Results

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<tr>
<th>Date</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/13/2013</td>
<td>We are in the early stages of planning a GED Math flipped class that would utilize GED Academy.</td>
</tr>
<tr>
<td>09/13/2013</td>
<td>Our familiarity with GED Academy has given us a benchmark for comparing other online learning platforms that are recommended for Basic Skills program, including PLATO Learning.</td>
</tr>
</tbody>
</table>

Gap Analysis

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<thead>
<tr>
<th>Date</th>
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<tbody>
<tr>
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SWOT

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Units Impacted

<table>
<thead>
<tr>
<th>Date</th>
<th>Unit Code</th>
<th>Planning Unit</th>
<th>Unit Manager</th>
</tr>
</thead>
<tbody>
<tr>
<td>02/12/2013</td>
<td>53300</td>
<td>Basic Skills</td>
<td>Talbert, Erica</td>
</tr>
<tr>
<td>02/12/2013</td>
<td>53313</td>
<td>LEIS Office</td>
<td>Maidman, Katherine</td>
</tr>
</tbody>
</table>
Unit Purpose

"The purpose of Library Public Services is to provide circulation, reference and information literacy instruction services as well as to promote the Library through marketing and outreach."

Unit Goals

<table>
<thead>
<tr>
<th>Obj ID</th>
<th>Objective</th>
<th>Objective Purpose</th>
<th>Objective Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2520</td>
<td>Use Libguides to Develop Finding Aids and Promotion, Teaching &amp; Outreach Tools</td>
<td>Assessment Objective</td>
<td>Pending</td>
</tr>
</tbody>
</table>

Objective Description

The CFCC Library has for several years provided research guides on its homepage to lead student patrons to recommended resources. Libguides software, adopted during the 2011-2012 academic year, facilitates the development of these librarian-recommended resource portals, making them faster and easier to construct and edit, more flexible to share, and of greater value as a feedback/assessment tool.

Professional library staff will examine the remaining "pre-Libguide" finding aids on the website, and use the software to develop updates. Further, we will investigate and trial the use of the software as an outreach, promotional or feedback/assessment tool.

Institutional Goals

<table>
<thead>
<tr>
<th>Institutional Goals</th>
<th>Objective Types</th>
<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>04-Learning Resources</td>
<td>Opportunities/Weaknesses</td>
<td>Customer Service</td>
</tr>
</tbody>
</table>

Tasks

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/10/2012</td>
<td>Incomplete</td>
<td>Medium</td>
<td>Professional Library staff examine the existing &quot;Research Guides&quot; to prioritize and assign responsibility for older style guides.</td>
</tr>
<tr>
<td>12/10/2012</td>
<td>Incomplete</td>
<td>High</td>
<td>Professional Library staff who have taken responsibility for a guide (or guides) will develop a draft Libguide to replace the older guide(s).</td>
</tr>
<tr>
<td>12/10/2012</td>
<td>Incomplete</td>
<td>High</td>
<td>Professional Library staff who have developed a draft Libguide(s) will communicate with faculty members whose students are impacted by the Libguide(s) to request their input for improvement.</td>
</tr>
<tr>
<td>02/28/2013</td>
<td>Incomplete</td>
<td>High</td>
<td>As replacement Libguides are completed, upload them to the Library website.</td>
</tr>
<tr>
<td>05/01/2013</td>
<td>Incomplete</td>
<td>Medium</td>
<td>Investigate uses made of Libguides software on other college or university campuses for purposes other than patron finding aids.</td>
</tr>
</tbody>
</table>

Assessment Measures

<table>
<thead>
<tr>
<th>Date</th>
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</tr>
</thead>
<tbody>
<tr>
<td>04/01/2013</td>
<td>Survey faculty to determine their perceptions of the value of Libguides to themselves and their students</td>
</tr>
</tbody>
</table>

Intended Results

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Status Reports

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### Use of Results

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### Gap Analysis

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### SWOT

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### Units Impacted

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<tbody>
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</table>
Objective Description
Most libraries locate their reference desk in close proximity to their collection of reference books for good reason. Reference works are often complex books with information spread over multiple volumes, accessible through multiple types or levels of indexes, and reliant on abbreviations or other codes that render them cumbersome to the novice researcher. Moreover, unlike books in the circulating collection, they are frequently "invisible" to the student performing a narrow catalog search due to the breadth of information they contain. While online resources such as databases or software programs generally have very visible "help" option, reference books may not. We propose to develop and display QuickStart cards--one page help guides similar to those provided with some software programs--to assist the novice researcher at the point of contact with the reference books.

This objective supports the LRC Administration's Objective #2449 by promoting key Library resources in the Reference collection.
<table>
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<tr>
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| No Units Impacted to Display |
Objective

Create Guide to Assist Faculty with Accessing CFCC Campus Resources and Selected "Best Practices" Teaching Resources

Objective Description

New and returning faculty members, but especially adjunct faculty, need an easy-to-access guide to campus resources. The Library can use its Libguides software to promote best practices and to conduct outreach and promote services to faculty members in support of instruction.

Institutional Goals

<table>
<thead>
<tr>
<th>Institutional Goals</th>
<th>Objective Types</th>
<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>04-Learning Resources</td>
<td>Opportunities/Weaknesses</td>
<td>Customer Service</td>
</tr>
<tr>
<td>01-Teaching and Learning</td>
<td></td>
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</tr>
<tr>
<td>08-Human Resources</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Tasks

<table>
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<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>04/30/2012</td>
<td>Complete</td>
<td>High</td>
<td>Conduct a literature review and research other college and university guides for adjunct faculty to determine best practices.</td>
</tr>
<tr>
<td>05/31/2012</td>
<td>Complete</td>
<td>High</td>
<td>Review existing CFCC distance learning resource guides for faculty members to determine need for changes, additions or improvements.</td>
</tr>
<tr>
<td>08/11/2012</td>
<td>Complete</td>
<td>Medium</td>
<td>Based on our literature review, select for purchase those book and/or audiovisual resources deemed to be most useful for adjunct faculty, administrators, and librarians.</td>
</tr>
<tr>
<td>07/27/2012</td>
<td>Complete</td>
<td>High</td>
<td>Design and develop web-based guides for faculty--one for adjuncts and one targeted to distance learning--which will provide seemless access to learning and campus resources.</td>
</tr>
<tr>
<td>08/13/2012</td>
<td>Incomplete</td>
<td>High</td>
<td>Plan an inservice session for faculty inservice day that includes a tour of the Library, displays of new materials, an introduction to new and existing services to faculty and a take-away to promote further communication.</td>
</tr>
<tr>
<td>01/04/2013</td>
<td>Incomplete</td>
<td>High</td>
<td>Solicit input from faculty users and from impacted department chairs, deans, and the vice president of instruction to enhance and improve the faculty guides.</td>
</tr>
</tbody>
</table>

Assessment Measures

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/04/2013</td>
<td>Response to feedback form from faculty users of guides.</td>
</tr>
<tr>
<td>01/04/2013</td>
<td>Responses to survey of impacted department chairs, deans and the vice president of instruction.</td>
</tr>
</tbody>
</table>

Intended Results

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## Units Impacted

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| No Units Impacted to Display |
Unit Code: 54200  
Planning Unit: Library Technical Services  
Unit Manager: Lewis, Deanna

Unit Purpose

“The purpose of the Technical Services area of the LRC is to enhance access to Library resources by acquiring, cataloging, checking-in and processing all library materials in a timely manner.”

Unit Goals

<table>
<thead>
<tr>
<th>Obj ID</th>
<th>Objective</th>
<th>Objective Purpose</th>
<th>Objective Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>2516</td>
<td>Create a Collection Development Policy for the Young Adult Collection</td>
<td>Assessment Objective</td>
<td>Incomplete</td>
</tr>
</tbody>
</table>

Objective Description

The lack of a collection development policy for the Young Adult Collection has resulted in various inconsistent selection criteria among the librarians. A clearly articulated policy to define the targeted audience and selection criteria will enable the librarians to more consistently select materials resulting in a more useful collection.

Institutional Goals

04-Learning Resources

Objective Types

Opportunities/Weaknesses

Student and Customer Outcomes

Strategic Initiatives

Customer Service

Tasks

<table>
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<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/31/2012</td>
<td>Incomplete</td>
<td>High</td>
<td>The Librarians will decide the appropriate scope of the Young Adult collection and the criteria that should be used in selecting books for it.</td>
</tr>
<tr>
<td>06/30/2013</td>
<td>Incomplete</td>
<td>High</td>
<td>A collection development policy will be written for the Young Adult Collection.</td>
</tr>
</tbody>
</table>

Assessment Measures

<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/30/2013</td>
<td>A collection development policy for the YA collection will be written and added to the Library Procedures Manual.</td>
</tr>
</tbody>
</table>

Intended Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Intended Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/30/2013</td>
<td>The Young Adult Collection will better serve the needs of our targeted audience because the librarians will be consistently using the same criteria for selecting titles for the collection.</td>
</tr>
</tbody>
</table>

Status Reports

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Actual Results

<table>
<thead>
<tr>
<th>Date</th>
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</tr>
</thead>
<tbody>
<tr>
<td>01/13/2014</td>
<td>A draft collection development has been written but not agreed upon by the Librarians</td>
</tr>
</tbody>
</table>

Use of Results

<table>
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<tbody>
<tr>
<td>01/31/2014</td>
<td>This goal will be carried over to the next year.</td>
</tr>
</tbody>
</table>

Gap Analysis

<table>
<thead>
<tr>
<th>Date: Gap Analysis:</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Gap Analysis to Display</td>
</tr>
<tr>
<td>Date</td>
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<tr>
<td>----------</td>
</tr>
<tr>
<td>05/16/2011</td>
</tr>
</tbody>
</table>
Objective Description
The Quick Response Code (QR code) is a popular form of two-dimensional barcodes. This square barcode is widely used by businesses to market their products. Many libraries are beginning to exploit the use of QR codes to enhance services to patrons. The CFCC Library investigated the hardware and software needed to produce the barcodes and the costs of production. Having determined the feasibility of QR code production, the Technical Services staff will begin processing new bestsellers with these codes.

Tasks
<table>
<thead>
<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/30/2012</td>
<td>Incomplete</td>
<td>Medium</td>
<td>1. The Technical Services staff will investigate the best source(s) of information to embed into the QR code including Syndetics and Amazon.com.</td>
</tr>
<tr>
<td>06/30/2013</td>
<td>Incomplete</td>
<td>Medium</td>
<td>2. The Technical Services staff will conduct a trial of the project and begin applying QR codes to new books which are going into the Bestseller collection.</td>
</tr>
<tr>
<td>06/30/2013</td>
<td>Incomplete</td>
<td>Medium</td>
<td>3. The staff will determine if there is a way to track use of the codes by patrons. If there is, the librarians will analyze the usage to determine its effectiveness.</td>
</tr>
</tbody>
</table>

Assessment Measures
<table>
<thead>
<tr>
<th>Date</th>
<th>Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/21/2012</td>
<td>All new bestseller books purchased in the 2012/13 fiscal year will have a QR code attached to the front cover.</td>
</tr>
<tr>
<td>06/21/2012</td>
<td>If usage information is available, the librarians will analyze the data to determine the effectiveness of the project.</td>
</tr>
</tbody>
</table>

Intended Results
<table>
<thead>
<tr>
<th>Date</th>
<th>Intended Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>05/15/2013</td>
<td>To enhance the Library user’s experience by providing additional interactive content such as reviews, previews, etc.</td>
</tr>
</tbody>
</table>

Status Reports
<table>
<thead>
<tr>
<th>Date</th>
<th>Status Report</th>
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<tbody>
<tr>
<td></td>
<td>No Status Reports to Display</td>
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Actual Results
<table>
<thead>
<tr>
<th>Date</th>
<th>Actual Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>05/15/2013</td>
<td>Trial project of use of QR codes on Bestsellers has not begun because other projects were a higher priority although the Library has used QR codes for other marketing efforts.</td>
</tr>
<tr>
<td>01/23/2014</td>
<td>Technical Services staff have learned to create QR codes. QR labels were used on several displays during the year.</td>
</tr>
</tbody>
</table>

Use of Results
<table>
<thead>
<tr>
<th>Date</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>05/15/2013</td>
<td>This objective will not be rolled over into the 2013-14 year because planning and implementation of a new ILS will be the top priority. The Library will revisit this objective another year.</td>
</tr>
</tbody>
</table>

Gap Analysis
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</table>
## SWOT

<table>
<thead>
<tr>
<th>Date</th>
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<tbody>
<tr>
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</tbody>
</table>

## Units Impacted

<table>
<thead>
<tr>
<th>Date</th>
<th>Unit Code</th>
<th>Planning Unit</th>
<th>Unit Manager</th>
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<tbody>
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No Units Impacted to Display
Objective Description
The Library is currently in a consortium with three other community college libraries: Carteret, Guilford, and Davidson. Two of these libraries have decided to withdraw from the consortium. The two remaining libraries, CFCC and DCCC, cannot maintain the current system without the other two members. Therefore, the Library must determine what ILS alternatives are available and plan for the migration.

<table>
<thead>
<tr>
<th>Institutional Goals</th>
<th>Objective Types</th>
<th>Strategic Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>04-Learning Resources</td>
<td>Opportunities/Weaknesses</td>
<td>Customer Service</td>
</tr>
<tr>
<td>01-Teaching and Learning</td>
<td>Student and Customer Outcomes</td>
<td>Retention</td>
</tr>
<tr>
<td>10-Fiscal Resources</td>
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<td></td>
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</tbody>
</table>

**Tasks**

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<tr>
<th>Due Date</th>
<th>Status</th>
<th>Priority</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/30/2013</td>
<td>Incomplete</td>
<td>High</td>
<td>Investigate possibility of having our current ILS vendor, SirsiDynix, migrate us to their hosted version of the Horizon software and determine if DCCC would want to maintain the partnership in the new environment.</td>
</tr>
<tr>
<td>06/30/2013</td>
<td>Incomplete</td>
<td>High</td>
<td>Determine pricing for the Polaris ILS for CFCC, as stand alone or in partnership with DCCC, and determine if DCCC would want to maintain the partnership in the new environment.</td>
</tr>
<tr>
<td>06/30/2013</td>
<td>Incomplete</td>
<td>High</td>
<td>Apply for a LISTA grant to perform authority work on the current database and migrate to a new system.</td>
</tr>
</tbody>
</table>

**Assessment Measures**

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<tr>
<td>06/21/2012</td>
<td>A new ILS will be selected.</td>
</tr>
<tr>
<td>06/21/2012</td>
<td>An LSTA grant will be applied for.</td>
</tr>
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**Intended Results**

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**Actual Results**

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<tr>
<td>05/15/2013</td>
<td>DCCC wishes to retain a partnership with CFCC in a joint ILS.</td>
</tr>
<tr>
<td>05/15/2013</td>
<td>CFCC applied for a LSTA grant for a new ILS.</td>
</tr>
<tr>
<td>06/18/2013</td>
<td>The LSTA grant was received. CFCC and DCCC can now begin planning for selecting and implementing a new ILS.</td>
</tr>
</tbody>
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**Use of Results**

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<tr>
<td>05/15/2013</td>
<td>This Objective will be carried over into the 2013/14 year Learning Resource Center Administration objective #3080.</td>
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**Gap Analysis**

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