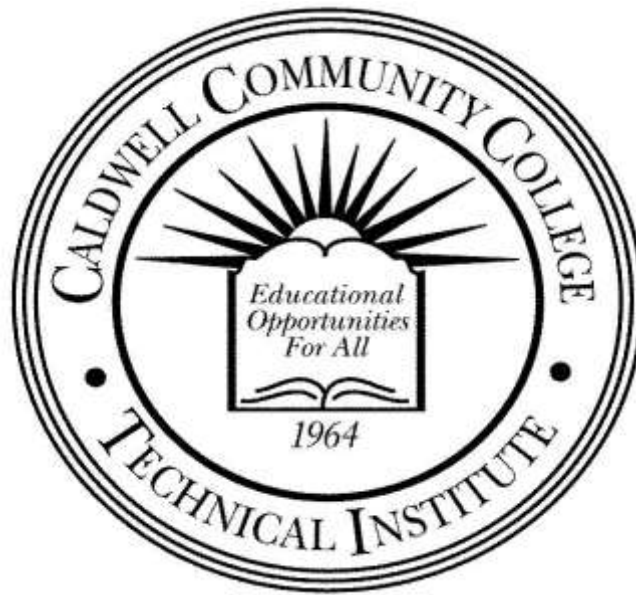


Caldwell Community College & Technical Institute

Office of Institutional Effectiveness & Research



**2012-2013
Institutional Effectiveness
Plan**

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**For additional information contact the Office of I. E. & R.*

Introduction

The institutional effectiveness plan (IEP) describes and documents the planning, assessment, and program review processes through which Caldwell Community College and Technical Institute (CCC&TI) fulfills its mission and vision. The IEP is reviewed and updated annually and serves as a resource for the institution and its commitment to continuous improvement.

While the institutional effectiveness process at CCC&TI encompasses all divisions and services and encourages participation across the college, the IEP focuses on planning and assessment at the institutional level. All information and documentation is managed through the office of institutional effectiveness and research.

North Carolina Community College System (NCCCS) Guidelines

The Caldwell Community College and Technical Institute institutional effectiveness plan follows mandates required by NCCCS, the North Carolina General Assembly, and the State Board of Community Colleges, outlined below:

In its 1989 session, the North Carolina General Assembly adopted a provision (S.L.1989; C. 752; S.80) which mandated that:

Each college shall develop an institutional effectiveness plan, tailored to the specific mission of the college. This plan shall be consistent with the Southern Association of Colleges and Schools criteria and provide for collection of data as required by the "Critical Success Factors" list.

In order to allow community colleges the flexibility they need to develop an effective plan while meeting the mandates of the General Assembly and the State Board of Community Colleges, the following guidelines should be followed:

- 1. All colleges must develop and implement an annual planning process that results in an institutional effectiveness plan. Colleges have the flexibility to develop biennial plans as long as a process of annual review and revision is in place. It is expected that each college will follow the principles of good planning.*
- 2. College plans must address local priorities and, where appropriate, System identified goals and objectives.*
- 3. Colleges must address any special planning mandates of the General Assembly or the State Board of Community Colleges in their plan unless other processes are developed by the System Office to meet these mandates.*
- 4. Compliance with the institutional effectiveness plan mandate will be determined by the Educational Program Audit staff as part of the annual audit process. The Audit staff will be trained to determine the currency of the college's plan and that colleges are responding to any special planning mandates of the General Assembly and the State Board of Community Colleges. The role of the Audit staff will be to determine if the college has an ongoing planning process in*

place and has addressed state mandates where required. The Audit staff will not analyze the plans for content or principles of good planning. This responsibility lies with the college and with the Southern Association of Colleges and Schools. Colleges will no longer be required to submit an institutional effectiveness plan to the System Office.

5. The Planning and Research section of the North Carolina Community College System Office will continue to provide technical assistance to the colleges in the area of planning when requested.

6. These guidelines will be implemented in the 1999-2000 academic year

In addition to the changes made to increase flexibility in the creation of the IEP, NC Senate Bill 897 session law 2010-31 granted community colleges state aid budget flexibility, effective June 30, 2010, and outlined below:

SECTION 8.2. G.S. 115D-31 is amended by adding a new subsection to read:

"(b1) A local community college may use all State funds allocated to it, except for Literacy funds and Customized Training funds, for any authorized purpose that is consistent with the college's Institutional Effectiveness Plan. Each local community college shall include in its Institutional Effectiveness Plan a section on how funding flexibility allows the college to meet the demands of the local community and to maintain a presence in all previously funded categorical programs."

The planning process at CCC&TI strives to meet the needs of the local community in accordance with its mission and maintain a presence in all previously funded categorical programs by utilizing all available state funds for program and institutional priorities identified from across the college. All institutional priorities are compiled and ranked at the annual planning/budget retreat each May and determine institutional budget needs for the coming year.

Caldwell Community College and Technical Institute

Institutional Mission

Purpose

Caldwell Community College and Technical Institute is a public, comprehensive post-secondary institution whose primary service area is Caldwell and Watauga counties. Operating under the legal framework of the State of North Carolina and in partnership with the North Carolina Community College System, CCC and TI is an open-door institution that values the diversity of its constituencies and offers equal opportunities.

Philosophy

The faculty and staff of Caldwell Community College and Technical Institute are committed to providing an environment conducive to student success through institutional integrity, ethical practices, and an expectation of excellence. The institution provides leadership during social, economic, and cultural transitions through teaching, promoting lifelong learning, improving the quality of life, and fostering academic and civic enrichment. We are dedicated to educating a workforce prepared for a rapidly changing global economy.

The **mission** of Caldwell Community College and Technical Institute is to

- **provide** accessible, quality instruction to enhance student learning,
- **support** economic development through comprehensive resources to business, industry, and agencies, and
- **offer** diverse services and opportunities which improve the quality of life.



Adopted by the CCC&TI Board of Trustees, September 6, 2006
Reaffirmed, October 19, 2011

Caldwell Community College and Technical Institute

Institutional Vision

As an institution of the community and for the community, Caldwell Community College and Technical Institute is committed to creating a supportive learning-centered environment that encourages innovation and creativity and acts as a catalyst for growth in the intellectual, cultural, and economic life of the community. CCC and TI is responsive to the educational needs of a diverse population and is dedicated to student success by opening doors to educational potential. As it looks to the future, Caldwell Community College and Technical Institute will continue to build and maintain academic excellence and economic vitality in the region it serves.

Vision Statement

Caldwell Community College and Technical Institute will continue to be a state, national, and global community college model for student-centered higher learning. Towards these ends the college will:

- **Provide** diverse educational opportunities that broaden knowledge and enhance skills
- **Create** progressive and flexible programs and services responsive to student and community needs
- **Promote** educational, personal, social, and economic growth and development
- **Provide** student-centered lifelong learning experiences;
- **Partner** with the broader community to enhance the quality of life through education;
- **Model** exemplary standards of higher education, integrity, and academic and administrative excellence.



Adopted by the CCC&TI Board of Trustees, September 6, 2006
Reaffirmed, October 19, 2011

Caldwell Community College and Technical Institute

Core Values for Improvement

Caldwell Community College and Technical Institute's core values represent our shared beliefs within the institution. These values define the character or essence of the institution, describe expectations, set standards, and drive our organization's priorities.

As an institution, we value:

Teaching and Learning—Through excellence in teaching, we foster an educational climate that promotes lifelong learning, intellectual growth, and scholarship.

Student Success—We foster environments and opportunities that are conducive to student learning, development, and success.

Academic Excellence—We are committed to providing exemplary educational experiences.

Innovation—We aspire to improve the college environment through critical and creative thinking.

Integrity—We foster an environment of fairness and honesty by upholding the highest ethical standards throughout the college.

Communication—We recognize that effective communication is essential to establishing a culture that fosters collaboration, strengthens relationships with others, and promotes the mission of the college.

Community—We are committed to creating a positive working and learning environment where we honor relationships and take responsibility for fostering trust, respect, and goodwill. We value active and vital participation in our college community, region, state, and global community.



Adopted by the CCC&TI Board of Trustees, September 6, 2006
Reaffirmed, October 19, 2011

Institutional Effectiveness at Caldwell Community College and Technical Institute

The Office of Institutional Effectiveness and Research

The mission of the office of institutional effectiveness and research is to support and fulfill the mission of Caldwell Community College and Technical Institute by directing and coordinating institutional planning, evaluation, policy and procedures analysis and institutional research.

The office of institutional effectiveness and research serves as the administrative support unit assigned responsibility for carrying out institutional effectiveness and research functions at the institution. This office is responsible for planning, research, institutional effectiveness, assessment activities, data management, data storage, and institutional archives. The director of institutional effectiveness and research reports directly to the executive vice president.

College Planning Council

The college planning council is charged with responsibility for steering the entire institutional effectiveness effort, including strategic planning, annual review of the institutional mission statement, preparation of the institutional effectiveness plan (which includes annual plans of action and evaluation of institutional performance as measured against goals and measurable objectives established in the plan), measuring institutional performance against the North Carolina Community College Systems' critical success factors, assuring compliance with the "principles" of the Commission on Colleges of the Southern Association of College and Schools including a review of substantive change and other such duties as may be necessary to demonstrate that the institution is carrying out its stated mission.

The overall mission of the college planning council is to foster an "expectation of excellence" within the institution and to lead the college in continuously improving the quality of educational services offered to students and other constituencies.

Planning council membership follows: the college president, vice president for student services, executive vice president (chair), vice president of facility services, vice president of finance and administration, president of faculty senate, department chair, basic skills, vice president for college transfer and technical programs, vice president for adult, corporate, and continuing education, executive director for the Watauga campus, SGA president, and director of institutional effectiveness.

Executive Council

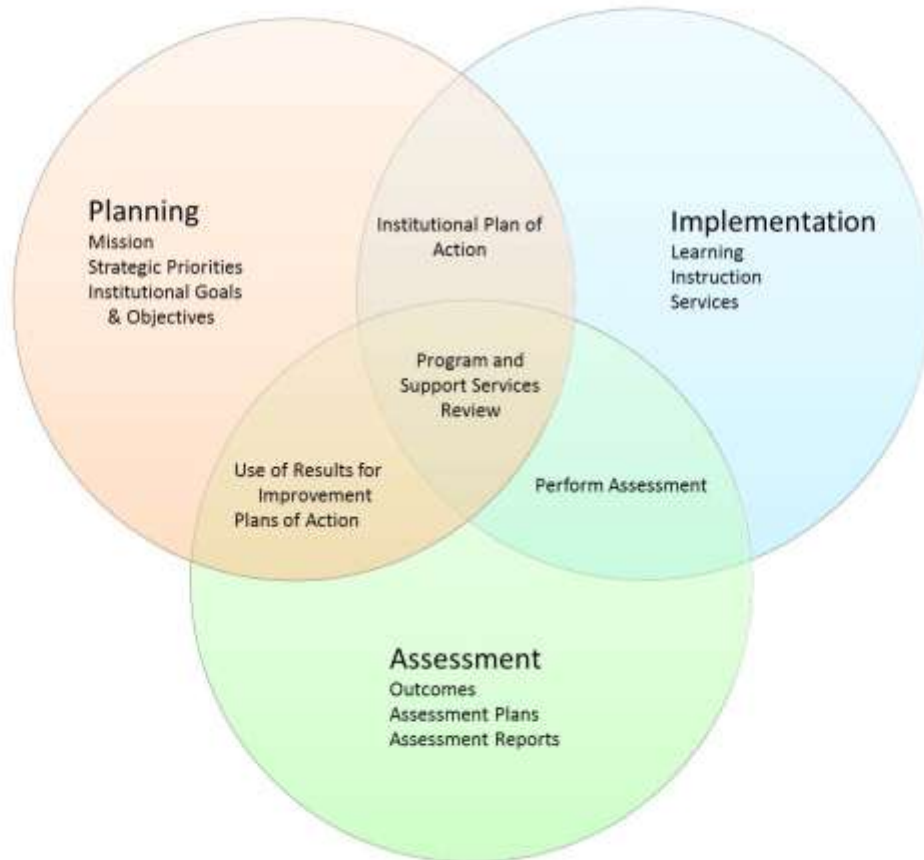
In an effort to improve coordination in overall institutional planning and operation, the president makes use of the college executive council. The purpose of this council is primarily one of intermediate and long-range institutional planning. The executive council has a primary duty to review how various resources are brought together and effectively allocated in order to accomplish institutional goals. The council deals with operational matters, as well as coordination of ongoing activities and actions about to be taken. Meetings of the college executive council are open, and visitors are welcome.

Members of this group are responsible for two-way communication with all college employees. The membership includes the president; executive vice president; vice president of facility services; vice president of finance and administration; president of faculty senate; vice president for student services; vice president for college transfer and technical programs; vice president for adult, corporate and continuing education; vice president for technology and instructional support services and the president of the student government association.

Cycle of Institutional Effectiveness

Institutional effectiveness at CCC&TI is a continuous process stemming directly from the institution’s mission, vision, and values and the most current strategic plan. The strategic plan is reviewed and revised every five years and allows the institution to focus its planning and assessment efforts on the goals and objectives identified by the college and surrounding community.

The entire cycle is assessed annually by the office of institutional effectiveness and research and college planning council to ensure it is effectively contributing to continuous improvement at the institution. Office of institutional effectiveness and research services and the institutional effectiveness process itself are also reviewed annually by faculty and staff and revised to meet the growing needs of the college.



**Caldwell Community College and Technical Institute
Institutional Effectiveness Cycle
Annual Process Calendar 2012-2013**

Planning Process	Assessment Process
July	July
Institutional Effectiveness Plan is published on the web	August cycle (Instructional) program assessment reports are due July 15.
College Planning Council updates the Institutional Plan of Action from the ending year, indicating what's been accomplished (closing the loop report)	Program Review process begins
August	August
Division heads update divisional Plans of Action (POA) from the ending year, indicating what's been accomplished (closing the loop report)	August cycle program assessment plans are due August 15.
College Planning Council reviews the Institutional Effectiveness Cycle	
September	September
College Planning Council reviews Mission, Vision, and Core Values	Results of last year's Institutional Assessment Report action plans are generated.
Faculty and staff participate in review of the Mission, Vision, and Core Values	Office of IE&R publishes the Institutional Assessment Report for the prior year; action plans are generated for items not met
October	October
Office of IE&R publishes the annual Fact Book on the web	College Planning Council publishes the Institutional Assessment Plan for the year
Office of IE&R publishes the annual Institutional Effectiveness Report on Blackboard	December cycle (Support) program assessment reports are due October 1.
	Program Review due October 15
November	November
College Planning Council reviews strategic objectives.	Program directors update outcomes tables.
December	December
Office of IE&R places planning materials in the Planning Resources folder on Blackboard.	December cycle program assessment plans are due December 15.
	Program directors collect and document fall assessment results and make adjustments for spring semester.
January	January
	Analysis of fall data begins.
February	February
Supervisors conduct performance evaluations	
Program directors develop plans of action at the program level	
March	March
Divisional POAs are prioritized and submitted	
April	April
Office of IE&R prepares for the Executive Council Planning/Budget Retreat.	College Planning Council completes Program Review process
May	May
Annual CCC&TI Planning/Budget Retreat	
Institutional Plan of Action published	
June	June
Program directors update their Plans of Action from the ending year, indicating what's been accomplished (closing the loop report)	

Strategic Planning

Strategic planning at Caldwell Community College and Technical Institute is an in-depth, all-encompassing process culminating in a five year long-range plan and strategic plan. The goals, directives, and initiatives outlined by the plan guide annual planning through five years in an effort to meet the institutional missions and respond to the needs of the community. The first strategic plan, *Beyond 2000: A Strategic Plan*, was released in 1999 for 2000-2005 and marked the beginning of a strong, inclusive process. CCC&TI planning is currently steered by *Transformation Through Innovation: A CCC&TI Strategic Plan 2010-2015*.

The strategic planning process is completed over two years and is directed by the office of institutional effectiveness and research and supported by the college planning council. Beginning with a review of the current institutional mission, vision, core values and strategic plan, an initial environmental scan and data collection is conducted and faculty, staff, and students are surveyed to determine future critical issues in education and the community. Analysis of this data provides the base for CCC&TI Future Search which invites Board of Trustee members, faculty, staff, students and community partners to contribute to the building of a new strategic plan. Results of internal and external focus groups from 2007-2008 were compiled and analyzed to create our current 2007-2012 long-range plan and 2010-2015 strategic plan.

In 2012-2013, CCC&TI will begin the strategic planning process for the fourth time to develop the 2012-2017 long-range plan and 2015-2020 strategic plan. After a thorough collection and analysis of internal and external data, Future Search IV focus groups with Board of Trustee members, faculty, staff, and students will be conducted internally and the Future Search IV Conference will gather community members from Caldwell and Watauga counties to discuss critical issues impacting the future of CCC&TI and the needs of the surrounding community. The office of institutional effectiveness and research and college planning council will compile all results and develop a new strategic plan. The final plan will be approved by the Board of Trustees and be in place by fall 2014 to direct planning for 2015-2020.

Institutional Achievement Plan

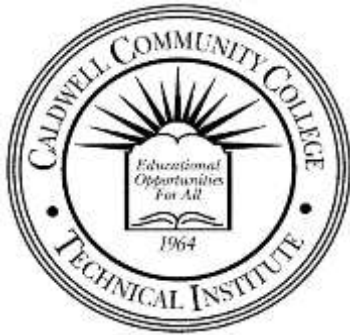
Using the completed strategic plan, faculty and staff from across the institution determine improvement objectives relating to appropriate strategic initiatives and specific to their division. These objectives are refined by the office of institutional effectiveness and research and approved by college planning council to create the institutional achievement plan. These objectives will be the main focus of institutional planning and ensure that all plans of action are guided by the current strategic plan.

The institutional achievement plan is reviewed annually in conjunction with divisional closing the loop plan of action reports and updated to document how CCC&TI is achieving its strategic goals.

Caldwell Community College & Technical Institute

Strategic Planning

Transformation Through Innovation: A CCC&TI Strategic Plan 2010-2015.....p. 13-14
Institutional Achievement Plan Improvement Objectives 2010-2015p. 15-18
Strategic Planning 2015-2020 (draft).....p. 19-20



Caldwell Community College and Technical Institute

Transformation Through Innovation: Strategic Plan, 2010-2015

Goal 1: To advance educational excellence

Strategic Directive 1.1 – To enhance student learning

Strategic Initiatives:

- 1.1.1 Include multicultural and global perspectives and experiences more broadly in the curriculum and in student activities
- 1.1.2 Strengthen and expand the role of web enhanced and online learning
- 1.1.3 Develop and implement strategies to enhance students' critical thinking skills
- 1.1.4 Expand and integrate service to the community into the learning process

Strategic Directive 1.2 – To establish a culture that promotes excellence in teaching and learning

Strategic Initiatives:

- 1.2.1 Continue to explore alternative formats for instruction
- 1.2.2 Support and recognize curricular innovation
- 1.2.3 Provide opportunities for continued professional development
- 1.2.4 Recognize faculty and staff for professional excellence

Goal 2: To provide comprehensive and effective services to students

Strategic Directive 2.1 – To develop and deliver programs that anticipate and respond to student needs

Strategic Initiatives:

- 2.1.1 Modify, expand, and create services based on student backgrounds, needs, and aspirations

- 2.1.2 Enhance joint initiatives with public school and post-secondary partnerships
- 2.1.3 Develop and implement a strategic enrollment management plan

Strategic Directive 2.2 – To promote student success

Strategic Initiatives:

- 2.2.1 Offer continued academic support for students
- 2.2.2 Strengthen educational services for students from diverse backgrounds
- 2.2.3 Actively seek to engage students in their own learning

Goal 3: To engage and respond effectively to business and the community

Strategic Directive 3.1 – To develop and deliver programs that anticipate and respond to community needs

Strategic Initiatives:

- 3.1.1 Address community and business environmental changes through dynamic planning
- 3.1.2 Build and maintain relationships and strategic alliances with community leaders
- 3.1.3 Increase participation in key economic and workforce development strategies
- 3.1.4 Provide training for business and industry to support economic and workforce development needs that are aligned with the college's mission

Goal 4: To enhance infrastructure to support the college mission

Strategic Directive 4.1 – To strengthen college operations and services

Strategic Initiatives:

- 4.1.1 Identify and implement strategies to enhance college processes and services
- 4.1.2 Strengthen the college's information technology capabilities
- 4.1.3 Strengthen employee communications and engagement
- 4.1.4 Develop and implement strategies to incorporate environmentally-sound principles in college operations and services

Strategic Directive 4.2 – To increase institutional effectiveness

Strategic Initiatives:

- 4.2.1 Support and recognize innovation and excellence
- 4.2.2 Systematically assess and improve processes and procedures
- 4.2.3 Assess and analyze strengths and weaknesses of programs and services for improvement
- 4.2.4 Continue to pursue external funding to diversify college resources

Approved by the Board of Trustees, July, 2009

**Transformation Through Innovation
CCC&TI Strategic Plan 2010-2015**

**Institutional Achievement Plan
Divisional Improvement Objectives**

Goal 1: To advance educational excellence

Strategic Directive 1.1 – To enhance student learning

Initiative 1.1.1 Include multicultural and global perspectives and experiences more broadly in the College Transfer and Technical Programs and in student activities

- a. Provide professional development opportunities to instructors for incorporation of global and multicultural perspectives into their instruction.
- b. Provide culturally diverse opportunities for students both in and out of the classroom.
- c. Develop supplemental resources that foster cultural and global awareness.
- d. Encourage participation in cultural and global awareness opportunities.

Goal 1: To advance educational excellence

Strategic Directive 1.1 – To enhance student learning

Initiative 1.1.2 Strengthen and expand the role of web enhanced and online learning

- a. Enhance the role of technology in the delivery of instruction.
- b. Incorporate best practices into distance learning courses, including Quality Matters.
- c. Explore and acquire technologies and training to support distance learning.

Goal 1: To advance educational excellence

Strategic Directive 1.1 – To enhance student learning

Initiative 1.1.3 Develop and implement strategies to enhance students' critical thinking skills

- a. Utilize assignments and activities designed to develop students' critical thinking skills.
- b. Increase emphasis on current learning theory, including problem-based learning.

Goal 1: To advance educational excellence

Strategic Directive 1.1 – To enhance student learning

Initiative 1.1.4 Expand and integrate service to the community into the learning process

- a. Increase opportunities for service-based learning.
- b. Enhance and expand community service opportunities.

Goal 1: To advance educational excellence

Strategic Directive 1.2 – To establish a culture that promotes excellence in teaching and learning

Initiative 1.2.1 Continue to explore alternative formats for instruction

- a. Assess for quality of teaching and learning in all formats.
- b. Implement innovative formats of instruction, including team teaching, learning communities, and paired courses.
- c. Enhance technology for delivery of instruction.
- d. Collaborate with other institutions of higher education to develop innovative course delivery methods.

Goal 1: To advance educational excellence

Strategic Directive 1.2 – To establish a culture that promotes excellence in teaching and learning

Initiative 1.2.2 Support and recognize curricular innovation

- a. Promote faculty-led College Transfer and Technical Programs innovation.
- b. Promote innovative classroom activities and initiatives.
- c. Provide resources to develop innovative curricula.

Goal 1: To advance educational excellence

Strategic Directive 1.2 – To establish a culture that promotes excellence in teaching and learning

Initiative 1.2.3 Provide opportunities for continued professional development

- a. Offer professional development and training in a variety of formats.
- b. Provide resources for discipline-specific professional development for faculty and staff.

Goal 1: To advance educational excellence

Strategic Directive 1.2 – To establish a culture that promotes excellence in teaching and learning

Initiative 1.2.4 Recognize faculty and staff for professional excellence

- a. Develop methods to recognize faculty and staff accomplishments

Goal 2: To provide comprehensive and effective services to students

Strategic Directive 2.1 – To develop and deliver programs that anticipate and respond to student needs

Initiative 2.1.1 Modify, expand, and create services based on student backgrounds, needs, and aspirations

- a. Develop student success initiatives.
- b. Evaluate needs of students to determine support services to expand or develop.

Goal 2: To provide comprehensive and effective services to students

Strategic Directive 2.1 – To develop and deliver programs that anticipate and respond to student needs

Initiative 2.1.2 Enhance joint initiatives with public school and post-secondary partnerships

- a. Enhance collaboration with Caldwell and Watauga County Schools.
- b. Enhance collaboration with other community colleges.
- c. Enhance collaboration with other post-secondary institutions.

Goal 2: To provide comprehensive and effective services to students

Strategic Directive 2.1 – To develop and deliver programs that anticipate and respond to student needs

Initiative 2.1.3 Develop and implement a strategic enrollment management plan

- a. Assess and improve the processes of recruitment, admissions, advising, orientation, registration and retention.
- b. Assess admission, enrollment, and retention patterns and determine future enrollment management goals.

Goal 2: To provide comprehensive and effective services to students

Strategic Directive 2.2 – To promote student success

Initiative 2.2.1 Offer continued academic support for students

- a. Continue to expand options for academic support services.
- b. Expand Facilities Services to accommodate growth and ensure Adult, Corporate, and Continuing Education have access to academic support services.
- c. Expand offerings of student success programs and courses.

Goal 2: To provide comprehensive and effective services to students

Strategic Directive 2.2 – To promote student success

Initiative 2.2.2 Strengthen educational services for students from diverse backgrounds

- a. Provide programs and services that target the needs of students from diverse backgrounds.

Goal 2: To provide comprehensive and effective services to students

Strategic Directive 2.2 – To promote student success

Initiative 2.2.3 Actively seek to engage students in their own learning

- a. Enhance out-of-class learning experiences for students.
- b. Provide learning opportunities through non-instructional areas.
- c. Enhance student goal planning and counseling.

Goal 3: To engage and respond effectively to business and the community

Strategic Directive 3.1 – To develop and deliver programs that anticipate and respond to community needs

Initiative 3.1.1 Address community and business environmental changes through dynamic planning

- a. Partner with business and industry to conduct needs assessment for possible new programs and initiatives.
- b. Develop and expand advisory committees to elicit input into programs and services.
- c. Enhance involvement with economic development and community organizations.

Goal 3: To engage and respond effectively to business and the community

Strategic Directive 3.1 – To develop and deliver programs that anticipate and respond to community needs

Initiative 3.1.2 Build and maintain relationships and strategic alliances with community leaders

- a. Invite community participation in institutional processes and initiatives.
- b. Encourage participation in leadership training opportunities.
- c. Promote strategic business, industry, and community partnerships.

Goal 3: To engage and respond effectively to business and the community

Strategic Directive 3.1 – To develop and deliver programs that anticipate and respond to community needs

Initiative 3.1.3 Increase participation in key economic and workforce development strategies

- a. Enhance involvement with economic development organizations and emerging business and industry.

Goal 3: To engage and respond effectively to business and the community

Strategic Directive 3.1 – To develop and deliver programs that anticipate and respond to community needs

Initiative 3.1.4 Provide training for business and industry to support economic and workforce development needs that are aligned with the college's mission

- a. Develop partnerships within the institution that support economic and workforce development.
- b. Enhance collaboration with business and industry partners to meet workforce training needs.

Goal 4: To enhance infrastructure to support the college mission

Strategic Directive 4.1 – To strengthen college operations and services

Initiative 4.1.1 Identify and implement strategies to enhance college processes and services

- a. Assess for improvement and revise existing processes and procedures.
- b. Provide training in new and existing processes and procedures.

Goal 4: To enhance infrastructure to support the college mission

Strategic Directive 4.1 – To strengthen college operations and services

Initiative 4.1.2 Strengthen the college's information technology capabilities

- a. Update and enhance technology.

Goal 4: To enhance infrastructure to support the college mission

Strategic Directive 4.1 – To strengthen college operations and services

Initiative 4.1.3 Strengthen employee communications and engagement

- a. Enhance communication mechanisms and technologies to facilitate communication among administration, faculty, and staff.

Goal 4: To enhance infrastructure to support the college mission

Strategic Directive 4.1 – To strengthen college operations and services

Initiative 4.1.4 Develop and implement strategies to incorporate environmentally-sound principles in college operations and services

- a. Implement procedures designed to reduce costs, save energy, and reduce waste.
- b. Update and enhance physical plants.

Goal 4: To enhance infrastructure to support the college mission

Strategic Directive 4.2 – To increase institutional effectiveness

Initiative 4.2.1 Support and recognize innovation and excellence

- a. Seek opportunities to recognize formal and informal recognition for excellence.

Goal 4: To enhance infrastructure to support the college mission

Strategic Directive 4.2 – To increase institutional effectiveness

Initiative 4.2.2 Systematically assess and improve processes and procedures

- a. Assess and improve planning and evaluation procedures.

Goal 4: To enhance infrastructure to support the college mission

Strategic Directive 4.2 – To increase institutional effectiveness

Initiative 4.2.3 – Assess and analyze strengths and weaknesses of programs and services for improvement

- a. Implement strategies for improvement identified through the assessment process.
- b. Identify and implement strategies to ensure the college exceeds externally delineated measures of quality.

Goal 4: To enhance infrastructure to support the college mission

Strategic Directive 4.2 – To increase institutional effectiveness

Initiative 4.2.4 Continue to pursue external funding to diversify college resources

- a. Develop an office of grant activities and sponsored programs to secure funding opportunities in support institutional initiatives.

Strategic Planning for 2015-2020

(Draft process presented at May 2012 Planning/Budget Retreat)

Date	Task	Responsibility
Summer 2012	Review Mission, Vision, Core Values	CPC; OIER
	Review Strategic Goals	CPC; OIER
	Review 2010-2015 Planning	OIER
	Subcommittee on Strategic Planning??	CPC; OIER
	Schedule Future Search IV	CPC; OIER
Fall 2012	Gather Data (internal, environmental, economic, etc.)	OIER
	Short survey of faculty, staff, and students	OIER
	Schedule internal focus groups	OIER
Spring 2013	Faculty, Staff, and Student Focus Groups – internal (Feb.)	CPC; OIER
	Planning for Future Search – external (2013-2014 POA)	OIER
	Meet with Marketing re: Future Search	CPC; OIER
Spring/Summer 2013	Invitations/Survey to external participants	CPC; OIER
Summer 2013	Analyze internal focus group data	CPC; OIER
	Develop Future Search topics	CPC; OIER
Fall 2013	Future Search IV – external (late Oct. – early Nov.)	CPC; OIER
Spring 2014	Synthesize data into Goals, Directives, Initiatives	CPC; OIER
	Send draft to institution	CPC; OIER
	Identify objectives	CPC; OIER Dept. Chairs, Directors, Coord.
Summer 2014	Finalize objectives and complete plan draft	CPC; OIER
July 2014	Complete 2015-2020 Strategic Plan	CPC; OIER
Nov. - Dec. 2014	Planning for 2015-2016 with new Plan	

Future Search IV – Internal

Fall 2012	Initial contact with faculty, staff, students announcing Future Search IV		
	Survey all faculty, staff, students for input		
	Identify about 150 participants representing all areas and levels (students, PT and FT faculty, staff, coordinators, directors, dept. chairs, all locations)		
	Schedule 27 groups, 5-6 in each group, 90-minute sessions over 3 days in Feb.		
Feb. 2013	Internal Focus Groups		
	IER Director	Admin. Asst.	IR/Admin. Asst.
Day One:	Group 1	Group 2	Group 3
	Group 4	Group 5	Group 6
	Group 7	Group 8	Group 9
Day Two:	Group 10	Group 11	Group 12
	Group 13	Group 14	Group 15
	Group 16	Group 17	Group 18
Day Three:	Group 19	Group 20	Group 21
	Group 22	Group 23	Group 24
	Group 25	Group 26	Group 27
	<ul style="list-style-type: none"> • Provide water and snacks for each group • Schedule a room per facilitator to avoid moving • Schedule evening sessions and Watauga sessions 		

Future Search IV – External

Spring 2013	Planning for Future Search IV – External (2013-2014 POA)
	Meet with Marketing
	Identify potential participants (ACCE, JobLink, Advisory Boards/Committees, Board, Exec. Council, Gov. Offices, App. State, Caldwell and Watauga County Schools...)
	Possible survey to potential participants – identify desire to participate, pare down participant list
	Invitations to potential participants
Summer 2013	Analyze internal data and develop topics for discussion at external sessions
Oct. – Nov. 2013	Two smaller “conferences” – one at Civic Center and one in Watauga
	Aim for 6-8 groups in each county, 5-6 participants in each group

Annual Planning

The annual planning process at CCC&TI begins at the program level with faculty, staff, and directors identifying program-specific priorities to facilitate improvement. Early in the spring semester, individual faculty and staff indicate position objectives and accompanying needs for the coming academic year and meet with the program coordinator and/or director to discuss program strategies for improvement. After review of the institutional achievement plan, the current plan of action, and any available assessment results, faculty, staff, and the program director develop a plan of action to be implemented that fall.

The plan of action is a compilation of strategies for improvement based on current program assessment, prioritized by need, that will direct planning and implementation for the next year. Each strategy for improvement links directly to an improvement objective on the institutional achievement plan and strategic plan and provides documentation of need. Program directors are encouraged to include all planned strategies, including those that do not require funding.

Program plans of action are then reviewed at the department level by program directors and department chairs and prioritized department strategies for improvement are identified on a department plan of action. Department plans of action are reviewed by department chairs and the divisional vice president to develop a final divisional plan of action which will be presented at the annual CCC&TI planning/budget retreat held each May.

Annual CCC&TI Planning/Budget Retreat

The annual planning/budget retreat is a full day meeting, facilitated by the office of institutional effectiveness and research, and held each May during which executive council members determine by vote the institutional priorities for the next planning year. In addition to the presentation of institutional priorities and divisional plan of action strategies for approval, executive council members review the current planning cycle, institutional accomplishments, budget expectations, and concerns for the upcoming year.

After the conclusion of the retreat, the executive vice president and vice president of finance and administration produce a summary of the retreat and list of institutional priorities for the next planning cycle. The office of institutional effectiveness and research develops the institutional plan of action identifying these same institutional priorities and both documents are combined and disseminated to all faculty and staff. The institutional effectiveness plan is updated in June and posted on the CCC&TI website to begin the new planning year.

**Caldwell Community College & Technical Institute
Annual Planning**

Review of 2011-2012

Annual CCC & TI Planning/Budget Retreat, 2011.....p. 23-26
Institutional Plan of Action 2011-2012.....p. 27-30
Institutional Achievement Plan Status Report.....p. 31-39

Annual CCC&TI Planning/Budget Retreat 2011

Summary

The CCC&TI Executive Council met on May 9 to discuss the future direction of the college. The group discussed opportunities, challenges, funding outlook, progress in strategic planning, 2010-2011 budget priority status, and budget priorities for 2011-2012. This process was the culmination of the hard work and dedication of all employees of the institution and demonstrates the college's commitment to involvement throughout the planning cycle. Employee salaries remain as the top overarching priority for the college. The first action of the Executive Council was to establish "Off the Top" costs for 2011-2012. These costs represent items that are of an existing institutional nature or that are required expenses for the upcoming fiscal year. All "Off the Top Costs" and "Ranked Priorities" are pending sufficient funding (See Appendix for detailed reports).

"Off the Top Costs"

➤ President's Reserve	\$50,000
➤ President's Equipment Reserve	\$25,000
➤ Executive Vice President's Reserve	\$100,000
➤ Funds for 2% Reversion	\$350,000
➤ Curriculum Part-time Funds	\$258,000

Total \$783,000

The next task was to establish budget priorities from the **\$1,994,298** of requests that were submitted from the plans of action from all departments of the college. In order to maintain an equitable process, Executive Council members presented priorities from their respective areas. These priorities were voted on using a weighted process to ensure that all areas were represented.

"Ranked Priorities"

- 1. Purchase Datatel Enhancement Modules**
- 2. Convert Academic Support Center Math Instructor (Watauga) from Part-time to Full-time**
- 3. Convert Industrial Department Administrative Assistant Position to Program Assistant**
- 4. Employ Part-time Human Resources Assistant**
- 5. Employ Part-time Administrative Assistant Position for Civic Center**
- 6. Install additional NCIH Video Conferencing Connection**
- 7. Professional Development for International Travel**
- 8. Employ Social Science Coordinator Position**
- 9. Implement Background Checks for New Full-time Employees**
- 10. Purchase additional Elluminate Live Licenses**

11. Employ Part-time Assistant for Television Studio

Total \$161,861

Requests for **Vending funds** were discussed. The Executive Council determined that funds would be divided under the following offices. All instructional requests will be considered by the President.

- ❑ President's Office
- ❑ Executive Vice President
- ❑ Student Services

The Executive Council agreed to increase the funds per Advisory Committee to **\$100**.

Professional Development requests were discussed. It was determined that the Executive Vice President would use the requests as presented in the plans of action to prioritize available funds.

Institutional Effectiveness reports were presented and discussed. Topics included program review and the assessment process.

Appendices

CALDWELL COMMUNITY COLLEGE AND TECHNICAL INSTITUTE
 2011 Planning Retreat
 Budget Priorities

<u>OFF THE TOP</u>		
<i>**Required items funded with growth monies before ranked priorities.</i>		
	President's Reserve	\$50,000
	President's Equipment Reserve	\$25,000
	Executive Vice President's Reserve	\$100,000
	Funds to cover 2.0% Reversion	\$350,000
	Curriculum Part-time Funds	\$258,000
	Total Off the Top	\$783,000
<u>RANKED PRIORITIES</u>		
1	Purchase Datatel Enhancement Modules	\$50,000
2	Convert Academic Support Center Math Instructor (Watauga) from Part-time to Full-time	\$38,465
3	Convert Industrial Department Administrative Assistant Position to Program Assistant	\$ 2,457
4	Employ Part-time Human Recourses Assistant	\$19,270
5	Employ Part-time Administrative Assistant Position for Civic Center	\$22,900
6	Install additional NCIH Video Conferencing Connection	\$ 3,822
7	Professional Development for International Travel	\$ 5,000
8	Employ Social Science Coordinator Position	\$ 1,447
9	Implement Background Checks for New Full-time Employees	\$ 2,500
10	Purchase additional Elluminate Live Licenses	\$ 1,000
11	Employ Part-time Assistant for Television Studio	\$15,000
	Total Ranked Priorities	\$161,861
	Total ranked priorities and off the top	\$934,861

Institutional Plan of Action Institutional Strategies 2011-2012

The following department/division objectives have been adopted as critical institutional budget strategies for 2011-2012.

Funding for these objectives comes from those monies remaining after fixed costs, required (off the top) costs and annual operating budgets have been established.

Priority	Strategic Plan Reference	Mission Reference	Institutional Strategy from Divisional Plans of Action	Rationale from Divisional Plans of Action
1.	Goal 4. To enhance infrastructure to support the college mission Strategic Directive 4.1. To strengthen college operations and services Initiative Initiative 4.1.2. Strengthen the college's information technology capabilities Objective 4.1.2.a Update and enhance technology	Offer diverse services and opportunities which improve the quality of life	Improvements and additions to Datatel to assist and automate tasks in departments across campus.	Including but not limited to: Portal, MOX (mobile), Retention, QueryBuilder solution, Recruiter.
2.	Goal 2. To provide comprehensive and effective services to students Strategic Directive 2.2. To promote student success Initiative 2.2.3. Actively seek to engage students in their own learning Objective 2.2.3.a. Enhance out-of-class learning experiences for students.	Provide accessible, quality instruction to enhance student learning	Expand the 20-hour professional math instructor position on the Watauga Campus to a full-time position	Tutor track data and tutor reports indicate a very high demand for math tutoring. Expansion of current position would aid in developing and offering online math tutoring. Currently there is only one full-time position devoted to the AS. The coordinator of the ASC in Watauga is also the director of Disabilities; therefore, her time is divided between the responsibilities for the ASC and responsibilities for Disabilities.

Priority	Strategic Plan Reference	Mission Reference	Institutional Strategy from Divisional Plans of Action	Rationale from Divisional Plans of Action
3.	Goal 1. To enhance educational excellence Strategic Directive 1.2. To establish a culture that promotes excellence in teaching and learning Initiative 1.2.4. Recognize faculty and staff for professional excellence Objective 1.2.4.1 Develop methods to recognize faculty and staff accomplishments.	Provide accessible, quality instruction to enhance student learning	Upgrade industrial administrative assistant position to program assistant	Position duties reflect position description for program assistant
4.	Goal 4. To enhance infrastructure to support the college mission Strategic Directive 4.1. To strengthen college operations and services Initiative 4.1.1. Identify and implement strategies to enhance college processes and services Objective 4.1.1.a. Assess for improvement and revise existing processes and procedures	Offer diverse services and opportunities which improve the quality of life	Employ one part-time person in Human Resources	Handle orientation, paperwork and training for part-time employees
5.	Goal 4. To enhance infrastructure to support the college mission Strategic Directive 4.1. To strengthen college operations and services Initiative 4.1.1. Identify and implement strategies to enhance college processes and services Objective 4.1.1.a. Assess for improvement and revise existing processes and procedures	Offer diverse services and opportunities which improve the quality of life	Hire a 25- hour per week permanent part-time administrative assistant (Weekend/Evening) at the J.E. Broyhill Civic Center	Will enhance efficiency and effectiveness of customer service and will offer evening clerical/customer support for college and outside patrons (this has been ranked on the POA for the past several years)
6.	1.1.1.a Goal 1. To enhance educational excellence Strategic Directive 1.1. To enhance student learning Initiative 1.1.1. Include multicultural and global perspectives and experiences more broadly in the curriculum and in student activities Objective 1.1.1.a. Provide professional development opportunities to instructors for incorporation of global and multicultural perspectives into their instruction	Provide accessible, quality instruction to enhance student learning	Make another External Connection for ITS meetings/Classes	B134 is currently our only room that we can use to connect to ITS. This will allow the college to receive more classes through video conference from other community colleges across the state.

Priority	Strategic Plan Reference	Mission Reference	Institutional Strategy from Divisional Plans of Action	Rationale from Divisional Plans of Action
7.	<p>Goal 1. To enhance educational excellence Strategic Directive 1.1. To enhance student learning Initiative 1.1.1. Include multicultural and global perspectives and experiences more broadly in the curriculum and in student activities Objective 1.1.1.a. Provide professional development opportunities to instructors for incorporation of global and multicultural perspectives into their instruction</p>	<p>Provide accessible, quality instruction to enhance student learning</p>	<p>Provide funds for international travel for faculty, staff and students</p>	<p>Success of Global Diversity Committee efforts to date—and new continual goals</p>
8.	<p>Goal 4. To enhance infrastructure to support the college mission Strategic Directive 4.1. To strengthen college operations and services Initiative 4.1.1. Identify and implement strategies to enhance college processes and services Objective 4.1.1.a. Assess for improvement and revise existing processes and procedures</p>	<p>Provide accessible, quality instruction to enhance student learning</p>	<p>Reestablish social science coordinator position</p>	<p>Fine Arts and Social Science currently has 11 full-time faculty; the MUS program with 1 director; the ART program with 1 director and 2 full-time faculty for a total of 16 full-time faculty to supervise. Part-time faculty ran 35 in Fall 2010 and 38 in Spring 2011 (including ART & MUS). Department chair currently serves as coordinator for both humanities and social science while also providing oversight for fine arts programs and PE.</p>
9.	<p>Goal 4. To enhance infrastructure to support the college mission Strategic Directive 4.1. To strengthen college operations and services Initiative 4.1.1. Identify and implement strategies to enhance college processes and services Objective 4.1.1.a. Assess for improvement and revise existing processes and procedures</p>	<p>Offer diverse services and opportunities which improve the quality of life</p>	<p>Implement background checks for full-time new hires.</p>	<p>Contract with a company to conduct background checks.</p>
10.	<p>Goal 2. To provide comprehensive and effective services to students. Strategic Directive 2.2. To promote student success Initiative 2.2.1. Offer continued academic support for students Objective 2.2.1.a. Continue to expand options for academic support services</p>	<p>Provide accessible, quality instruction to enhance student learning</p>	<p>Purchase a subscription for Elluminate Live for web conferencing.</p>	<p>The system is needed for online tutoring as well as hosting the online writing and math centers. Consultation can be conducted in real time and applications can be shared among participants. Elluminate is smoothly integrated with Blackboard.</p>

Priority	Strategic Plan Reference	Mission Reference	Institutional Strategy from Divisional Plans of Action	Rationale from Divisional Plans of Action
11.	Goal 1. To enhance educational excellence Strategic Directive 1.1. To enhance student learning Initiative 1.1.2. Strengthen and expand the role of web enhanced and online learning Objective 1.1.2.c. Explore and acquire technologies and training to support distance learning	Offer diverse services and opportunities which improve the quality of life	Employee a part-time assistant for the TV studio	Need additional help at various times for special projects with the same deadline.

Transformation Through Innovation CCC&TI Strategic Plan 2010-2015

Institutional Achievement Plan Status Report

Transformation Through Innovation: 2010-2015	Divisional Strategies for Improvement	Responsibility	Conclusion
Goal 1: To advance educational excellence			
<i>Strategic Directive 1.1 – To enhance student learning</i>			
Initiative 1.1.1 Include multicultural and global perspectives and experiences more broadly in the College Transfer and Technical Programs and in student activities			
a. Provide professional development opportunities to instructors for incorporation of global and multicultural perspectives into their instruction.			
b. Provide culturally diverse opportunities for students both in and out of the classroom.			
c. Develop supplemental resources that foster cultural and global awareness			
d. Encourage participation in cultural and global awareness opportunities.			
Goal 1: To advance educational excellence			
<i>Strategic Directive 1.1 – To enhance student learning</i>			
Initiative 1.1.2 Strengthen and expand the role of web enhanced and online learning			
a. Enhance the role of technology in the delivery of instruction.	Re-establish 9-month Full-Time Network/Web Technology Instructor	College Transfer and Technical Programs	Complete
	Portable computer lab for Watauga (Watauga Instructional Programs)	College Transfer and Technical Programs	Complete
	Upgrade Watauga computer lab	College Transfer and Technical Programs	Complete

Transformation Through Innovation: 2010-2015	Divisional Strategies for Improvement	Responsibility	Conclusion
	Evaluate quality of distance learning offerings by incorporating Quality Matters criteria into distance learning.	College Transfer and Technical Programs	Complete
	Update video conferencing equipment in B 134, Board Room and Watauga 101.	Technology and Instructional Support Services	Complete
	Equip faculty, staff and student computer labs with latest equipment and software	Technology and Instructional Support Services	Ongoing
b. Incorporate best practices into distance learning courses, including Quality Matters.			
c. Explore and acquire technologies and training to support distance learning.	Offer online tutoring	Student Services	In progress
	Hire additional math tutors	Student Services	Complete
Goal 1: To advance educational excellence			
Strategic Directive 1.1 – To enhance student learning			
Initiative 1.1.3 Develop and implement strategies to enhance students’ critical thinking skills			
a. Utilize assignments and activities designed to develop students’ critical thinking skills.	Five College Transfer contract extensions (10 ½ month)	College Transfer and Technical Programs	Complete
	Purchase estimating software (Autobody)	College Transfer and Technical Programs	In progress
	Update software in the Frasca 141 (Aviation)	College Transfer and Technical Programs	Complete
	CPR training manikins (Health Sciences)	College Transfer and Technical Programs	Complete
b. Increase emphasis on current learning theory, including problem-based learning.			
Goal 1: To advance educational excellence			
Strategic Directive 1.1 – To enhance student learning			
Initiative 1.1.4 Expand and integrate service to the community into the learning process			
a. Increase opportunities for service-based learning.			
b. Enhance and expand community service opportunities	Shared full-time staff position for the JEBCC Catering Group/Culinary Technology	Adult, Corporate, and Continuing Education	Complete

Transformation Through Innovation: 2010-2015	Divisional Strategies for Improvement	Responsibility	Conclusion
Goal 1: To advance educational excellence			
<i>Strategic Directive 1.2 – To establish a culture that promotes excellence in teaching and learning</i>			
Initiative 1.2.1 Continue to explore alternative formats for instruction			
a. Assess for quality of teaching and learning in all formats			
b. Implement innovative formats of instruction, including team teaching, learning communities, and paired courses	Assume 100% funding of salary for full- time Early Childhood instructor on Caldwell campus previously funded through Smart Start grant. (Early Childhood)	College Transfer and Technical Programs	Complete
c. Enhance technology for delivery of instruction			
d. Collaborate with other institutions of higher education to develop innovative course delivery methods.			
Goal 1: To advance educational excellence			
<i>Strategic Directive 1.2 – To establish a culture that promotes excellence in teaching and learning</i>			
Initiative 1.2.2 Support and recognize curricular innovation			
a. Promote faculty-led College Transfer and Technical Programs innovation-	Hire 3 FT Watauga instructors (ENG/MAT/SS)	College Transfer and Technical Programs	Complete
b. Promote innovative classroom activities and initiatives.	Upgrade for 3 Logiq e ultrasound scanning machines and scrotum scanning phantom in sonography lab	College Transfer and Technical Programs	Complete
c. Provide resources to develop innovative curricula.	Biology equipment for K building (A.A./A.S.)	College Transfer and Technical Programs	Complete
	Manicure tables and additional equipment for advanced lab – (Cosmetology)	College Transfer and Technical Programs	Complete
Goal 1: To advance educational excellence			
<i>Strategic Directive 1.2 – To establish a culture that promotes excellence in teaching and learning</i>			
Initiative 1.2.3 Provide opportunities for continued professional development			
a. Offer professional development and training in a variety of formats.			
b. Provide resources for discipline-specific professional development for faculty and staff.	Training on the Trane System	Facilities Services	Complete
	Attendance at national institute	Office of the Executive Vice President	Complete

Transformation Through Innovation: 2010-2015	Divisional Strategies for Improvement	Responsibility	Conclusion
Goal 1: To advance educational excellence			
<i>Strategic Directive 1.2 – To establish a culture that promotes excellence in teaching and learning</i>			
Initiative 1.2.4 Recognize faculty and staff for professional excellence			
a. Develop methods to recognize faculty and staff accomplishments			
Goal 2: To provide comprehensive and effective services to students			
<i>Strategic Directive 2.1 – To develop and deliver programs that anticipate and respond to student needs</i>			
Initiative 2.1.1 Modify, expand, and create services based on student backgrounds, needs, and aspirations			
a. Develop student success initiatives	Provide substance abuse education and prevention resources for students	Student Services	Complete
	Provide ½ time counselor for non-traditional students to assist with the provision of long-term support and counseling for transition to post-secondary education/training programs	Adult, Corporate, and Continuing Education	Complete
b. Evaluate needs of students to determine support services to expand or develop.	Convert 30-hour testing center position to full-time on the Watauga Campus	Student Services	Complete
	Convert 30-hour TRIO/SSS/SGA Counselor position to full-time on the Watauga Campus	Student Services	Complete
	Implement transitions to post-secondary/training proposal	Adult, Corporate, and Continuing Education	Ongoing
	Provide substance abuse education and prevention resources for students	Student Services	Complete
	Software renewals and purchases.	Technology and Instructional Support Services	Complete
	Add budget line in CIS for audio/visual supplies	Technology and Instructional Support Services	Complete
	Convert 25hr/wk BAS clerical assistant for Watauga to 30 hr/wk PPT position to manage front desk and assume clerical responsibilities.	Adult, Corporate, and Continuing Education	Complete

Transformation Through Innovation: 2010-2015	Divisional Strategies for Improvement	Responsibility	Conclusion
Goal 2: To provide comprehensive and effective services to students			
<i>Strategic Directive 2.1 – To develop and deliver programs that anticipate and respond to student needs</i>			
Initiative 2.1.2 Enhance joint initiatives with public school and post-secondary partnerships			
a. Enhance collaboration with Caldwell and Watauga County Schools			
b. Enhance collaboration with other community colleges.			
c. Enhance collaboration with other post-secondary institutions.			
Goal 2: To provide comprehensive and effective services to students			
<i>Strategic Directive 2.1 – To develop and deliver programs that anticipate and respond to student needs</i>			
Initiative 2.1.3 Develop and implement a strategic enrollment management plan			
a. Assess and improve the processes of recruitment, admissions, advising, orientation, registration and retention.	Add full-time position to Watauga Financial Aid Office	Student Services	Complete
b. Assess admission, enrollment, and retention patterns and determine future enrollment management goals.	Efficiency study for Enrollment Management Services	Student Services	In progress
Goal 2: To provide comprehensive and effective services to students			
<i>Strategic Directive 2.2 – To promote student success</i>			
Initiative 2.2.1 Offer continued academic support for students			
a. Continue to expand options for academic support services.	Add writing consultants	Student Services	Complete
	Provide adequate authoritative resources for academic achievement. Begin classification and bar coding of electronic resources.	Technology and Instructional Support Services	Ongoing
b. Expand Facilities Services to accommodate growth and ensure Adult, Corporate, and Continuing Education have access to academic support services			
c. Expand offerings of student success programs and courses			

Transformation Through Innovation: 2010-2015	Divisional Strategies for Improvement	Responsibility	Conclusion
Goal 2: To provide comprehensive and effective services to students			
<i>Strategic Directive 2.2 – To promote student success</i>			
Initiative 2.2.2 Strengthen educational services for students from diverse backgrounds			
a. Provide programs and services that target the needs of students from diverse backgrounds			
Goal 2: To provide comprehensive and effective services to students			
<i>Strategic Directive 2.2 – To promote student success</i>			
Initiative 2.2.3 Actively seek to engage students in their own learning			
a. Enhance out-of-class learning experiences for students.			
b. Provide learning opportunities through non-instructional areas			
c. Enhance student goal planning and counseling.	Online subscription to Myers-Briggs and Strong Interest Inventory	Student Services	Complete
Goal 3: To engage and respond effectively to business and the community			
<i>Strategic Directive 3.1 – To develop and deliver programs that anticipate and respond to community needs</i>			
Initiative 3.1.1 Address community and business environmental changes through dynamic planning			
a. Partner with business and industry to conduct needs assessment for possible new programs and initiatives			
b. Develop and expand advisory committees to elicit input into programs and services.			
c. Enhance involvement with economic development and community organizations.			
Goal 3: To engage and respond effectively to business and the community			
<i>Strategic Directive 3.1 – To develop and deliver programs that anticipate and respond to community needs</i>			
Initiative 3.1.2 Build and maintain relationships and strategic alliances with community leaders			
a. Invite community participation in institutional processes and initiatives.			
b. Encourage participation in leadership training opportunities			

Transformation Through Innovation: 2010-2015	Divisional Strategies for Improvement	Responsibility	Conclusion
c. Promote strategic business, industry, and community partnerships			
Goal 3: To engage and respond effectively to business and the community			
<i>Strategic Directive 3.1 – To develop and deliver programs that anticipate and respond to community needs</i>			
Initiative 3.1.3 Increase participation in key economic and workforce development strategies			
a. Enhance involvement with economic development organizations and emerging business and industry			
Goal 3: To engage and respond effectively to business and the community			
<i>Strategic Directive 3.1 – To develop and deliver programs that anticipate and respond to community needs</i>			
Initiative 3.1.4 Provide training for business and industry to support economic and workforce development needs that are aligned with the college’s mission			
a. Develop partnerships within the institution that support economic and workforce development.			
b. Enhance collaboration with business and industry partners to meet workforce training needs.			
Goal 4: To enhance infrastructure to support the college mission			
<i>Strategic Directive 4.1 – To strengthen college operations and services</i>			
Initiative 4.1.1 Identify and implement strategies to enhance college processes and services			
a. Assess for improvement <i>and revise</i> existing processes and procedures.	Create a new position: Assistant Systems Administrator	Technology and Instructional Support Services	Complete
	PT Web Master Assistant changed to Permanent Part-Time	Technology and Instructional Support Services	Complete
	Establish stable staffing level – fund part-time staff.	Technology and Instructional Support Services	Complete
b. Provide training in new and existing processes and procedures.			

Transformation Through Innovation: 2010-2015	Divisional Strategies for Improvement	Responsibility	Conclusion
Goal 4: To enhance infrastructure to support the college mission			
<i>Strategic Directive 4.1 – To strengthen college operations and services</i>			
Initiative 4.1.2 Strengthen the college’s information technology capabilities			
a. Update and enhance technology	Provide TISS staff with new computers	Technology and Instructional Support Services	Complete
Goal 4: To enhance infrastructure to support the college mission			
<i>Strategic Directive 4.1 – To strengthen college operations and services</i>			
Initiative 4.1.3 Strengthen employee communications and engagement			
a. Enhance communication mechanisms and technologies to facilitate communication among administration, faculty, and staff.	Color laser printer	Office of the Executive Vice President	Complete
Goal 4: To enhance infrastructure to support the college mission			
<i>Strategic Directive 4.1 – To strengthen college operations and services</i>			
Initiative 4.1.4 Develop and implement strategies to incorporate environmentally-sound principles in college operations and services			
a. Implement procedures designed to reduce costs, save energy, and reduce waste	Purchase floor cleaning equipment (Automotive)	College Transfer and Technical Programs	Complete
b. Update and enhance physical plants.	Professional Development Trane	Facilities Services	Complete
	Tractor (33 HP 4 wheel drive)	Facilities Services	Complete
	18 passenger van	Facilities Services	Complete
	Replace hand tools, drills, equipment	Facilities Services	Complete
	Custodial equipment – 2 shower scrubbers	Facilities Services	Complete
	Air hand dryers (10)	Facilities Services	Complete
	Purchase floor cleaning equipment (Automotive)	College Transfer and Technical Programs	Complete
Goal 4: To enhance infrastructure to support the college mission			
<i>Strategic Directive 4.2 – To increase institutional effectiveness</i>			
Initiative 4.2.1 Support and recognize innovation and excellence			
a. Seek opportunities to recognize formal and informal recognition for excellence.	Graphic Artist title change to Graphics Coordinator	Technology and Instructional Support Services	Complete

Transformation Through Innovation: 2010-2015	Divisional Strategies for Improvement	Responsibility	Conclusion
Goal 4: To enhance infrastructure to support the college mission			
<i>Strategic Directive 4.2 – To increase institutional effectiveness</i>			
Initiative 4.2.2 Systematically assess and improve processes and procedures			
a. Assess and improve planning and evaluation procedures	Improvements and additions to Datatel to assist in automation of tasks in other departments including IE, Student Services, and HR.	Technology and Instructional Support Services	Ongoing
	Ensure compliance with the SACS Fifth-Year Interim Report	College Transfer and Technical Programs	In progress
Goal 4: To enhance infrastructure to support the college mission			
<i>Strategic Directive 4.2 – To increase institutional effectiveness</i>			
Initiative 4.2.3 Assess and analyze strengths and weaknesses of programs and services for improvement			
a. Implement strategies for improvement identified through the assessment process	Develop comprehensive subject-specific assessment plan for AA and AS degrees	College Transfer and Technical Programs	Ongoing
b. Identify and implement strategies to ensure the college exceeds externally delineated measures of quality.	Ensure compliance with the SACS Fifth-Year Interim Report	College Transfer and Technical Programs	In progress
Goal 4: To enhance infrastructure to support the college mission			
<i>Strategic Directive 4.2 – To increase institutional effectiveness</i>			
Initiative 4.2.4 Continue to pursue external funding to diversify college resources			
a. Develop an office of grant activities and sponsored programs to secure funding opportunities in support institutional initiatives.	Enhance Foundation operations	Office of the President	Complete
	Explore external funding to acquire training resources/Facilities Services for emergency services training	Adult, Corporate, and Continuing Education	Ongoing

**Caldwell Community College & Technical Institute
Annual Planning**

Planning for 2012-2013

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- a. Office of the President..... p. 50
- b. Executive Vice President..... p. 51-52
- c. Facilities Services..... p. 53-54
- d. Adult, Corporate and Continuing Education..... p. 55-58
- e. College Transfer and Technical Programs..... p. 59-61
- f. Finance..... p. 62
- g. Student Services..... p. 63-68
- h. Technology and Instructional Support Services..... p. 69-70

Annual CCC&TI Planning/Budget Retreat May 7, 2012

Summary

The CCC&TI Executive Council met on May 7 to discuss the future direction of the college. The group discussed opportunities, challenges, funding outlook, progress in strategic planning, 2011-2012 budget priority status, and budget priorities for 2012-2013. This process was the culmination of the hard work and dedication of all employees of the institution and demonstrates the college's commitment to involvement throughout the planning cycle. Employee salaries remain as the top overarching priority for the college. The first action of the Executive Council was to establish "Off the Top" costs for 2012-2013. These costs represent items that are of an existing institutional nature or that are required expenses for the upcoming fiscal year. All "Off the Top Costs" and "Ranked Priorities" are pending sufficient funding (See Appendix for detailed reports).

"Off the Top Costs"

➤ President's Reserve	\$50,000
➤ President's Equipment Reserve	\$25,000
➤ Executive Vice President's Reserve	\$100,000
➤ Funds for Reversion	\$200,000
➤ Part-time Culinary Instructor for HCAM	\$20,000
➤ Expand Truck Driver Training to Isothermal CC	\$30,000
➤ NCCCS Developmental Redesign Initiative	\$100,000
➤ Compliance Assist	\$12,000
➤ SENSE/CCSSE	\$6,500
➤ Expand Online Tutoring	\$15,000

Total \$558,500

The next task was to establish budget priorities from the **\$1,300,136** of requests that were submitted from the plans of action from all departments of the college. In order to maintain an equitable process, Executive Council members presented priorities from their respective areas. These priorities were voted on using a weighted process to ensure that all areas were represented.

"Ranked Priorities"

- 12. Employ Part-time Human Resources Assistant**
- 13. Employ Part-time Administrative Assistant for Civic Center**
- 14. Employ Social Science Coordinator**
- 15. Increase Other Costs for Curriculum Programs**
- 16. Convert Computer Technician Position to Coordinator of Technical Support Services**
- 17. Software Renewals and Purchases**
- 18. Convert Part-Time Foundation Accountant Position to Full-Time**
- 19. Purchase Document Imaging**

20. **Convert Production Assistant Civic Center Position to Production Director**
21. **Employ Part-Time Institutional Effectiveness Professional**
22. **Employ Part-Time Distance Learning Assistant**
23. **Purchase Datatel and Portal Additions/Improvements**
24. **Convert Part-Time Automotive Instructor to Permanent Part-Time**
25. **Expand Online Database Offerings**
26. **Employ Full-Time Social Science Instructor**
27. **Convert Institutional Effectiveness Administrative Assistant Position to Program Assistant**
28. **Renew Skills Tutor Software**
29. **Convert Foundation Administrative Assistant Position to Program Assistant**

Total \$356,239

Requests for **Vending funds** were discussed. The Executive Council determined that funds would be divided under the following offices.

- President's Office
- Executive Vice President

The Executive Council agreed to maintain the funds per Advisory Committee at **\$100**.

Professional Development requests were discussed. It was determined that the Executive Vice President would use the requests as presented in the plans of action to prioritize available funds.

Institutional Effectiveness items including the proposed timeline for the 2015-2020 strategic planning process were discussed.

The **QEP Impact Report** was distributed and discussed. This report is part of the SACS 5th Year Interim Report that will be submitted in September, 2012.

Appendices

CALDWELL COMMUNITY COLLEGE AND TECHNICAL INSTITUTE
2012-2013 Planning Retreat
Budget Priorities

<u>OFF THE TOP</u>		
<i>**Required items funded with growth monies before ranked priorities.</i>		
	President's Reserve	\$50,000
	President's Equipment Reserve	\$25,000
	Executive Vice President's Reserve	\$100,000
	Funds to Cover Reversion	\$200,000
	Part-Time Culinary Instructor for HCAM	\$20,000
	Expand Truck Driver Training to Isothermal CC	\$30,000
	Developmental Redesign	\$100,000
	Compliance Assist	\$12,000
	SENSE/CCSSE	\$6,500
	Expand Online Tutoring	\$15,000
	Total Off the Top	\$558,500
<u>RANKED PRIORITIES</u>		
1	Employ Part-time Human Resources Assistant	\$19,270
2	Employ Part-time Administrative Assistant for Civic Center	\$12,600
3	Employ Social Science Coordinator	\$2,000
4	Increase Other Costs for Curriculum Programs	\$7,600
5	Convert Computer Technician Position to Coordinator of Technical Support Services	\$3,500
6	Software Renewals and Purchases	\$ 40,000
7	Convert Part-Time Foundation Accountant Position to Full-Time	\$ 12,000
8	Purchase Document Imaging	\$ 25,000
9	Convert Production Assistant Civic Center Position to Production Director	\$ 12,000
10	Employ Part-Time Institutional Effectiveness Professional	\$ 22,000
11	Employ Part-Time Distance Learning Assistant	\$10,000
12	Purchase Datatel and Portal Additions/Improvements	\$50,000
13	Convert Part-Time Automotive Instructor to Permanent Part-Time	\$33,169
14	Expand Online Database Offerings	\$15,000
15	Employ Full-Time Social Science Instructor	\$53,000
16	Convert Institutional Effectiveness Administrative Assistant Position to Program Assistant	\$5,300
17	Renew Skills Tutor Software	\$31,300
18	Convert Foundation Administrative Assistant Position to Program Assistant	\$2,500
	Total Ranked Priorities	\$356,239
	Total ranked priorities and off the top	\$914,739

**Caldwell Community College and Technical Institute
Institutional Plan of Action
Institutional Strategies
2012-2013**

Priority	Strategic Plan Reference	Mission Reference	Institutional Strategy from Divisional Plans of Action	Rationale from Divisional Plans of Action
1.	Goal 4. To enhance infrastructure to support the college mission Strategic Directive 4.2. To increase institutional effectiveness Initiative 4.2.3. Assess and analyze strengths and weaknesses of programs and services for improvement Objective 4.2.3.a. Implement strategies for improvement identified through the assessment process	Offer diverse services and opportunities which improve the quality of life	Employ part-time Human Resources Assistant	Part-time employees receive a limited orientation that can vary greatly between departments. Personnel paperwork is often incomplete or contains errors. Separation/termination of part-time employees is not documented properly.
2.	Goal 4. To enhance infrastructure to support the college mission Strategic Directive 4.1. To strengthen college operations and services Initiative 4.1.1. Identify and implement strategies to enhance college processes and services Objective 4.1.1.a. Assess for improvement and revise existing processes and procedures	Offer diverse services and opportunities which improve the quality of life	Employ part-time Administrative Assistant for Civic Center	Will enhance efficiency and effectiveness of customer service and will offer evening clerical/customer support for college and outside patrons (this has been ranked on the POA for the past several years)
3.	Goal 1. To enhance educational excellence Strategic Directive 1.2. To establish a culture that promotes excellence in teaching and learning Initiative 1.2.1. Continue to explore alternative formats for instruction Objective 1.2.1.a. Assess for quality of teaching and learning in all formats	Provide accessible, quality instruction to enhance student learning	Employ social science coordinator	The department chair is currently responsible for supervising 16 full time faculty and 30 part time faculty (excluding part-time ART & MUS faculty). These 30 part time faculty teach approximately 55 sections each semester on both campuses. This infringes on the ability of the chair to complete other tasks to include but not limited to global programs

Priority	Strategic Plan Reference	Mission Reference	Institutional Strategy from Divisional Plans of Action	Rationale from Divisional Plans of Action
4.	Goal 1. To enhance educational excellence Strategic Directive 1.2. To establish a culture that promotes excellence in teaching and learning Initiative 1.2.3. Provide opportunities for continued professional development Objective 1.2.3.b. Provide resources for discipline-specific professional development for faculty and staff	Provide accessible, quality instruction to enhance student learning	2% (cost of living) increase for Curriculum program budgets	Increase in travel reimbursement and program growth
5.	Goal 1. To enhance educational excellence Strategic Directive 1.2. To establish a culture that promotes excellence in teaching and learning Initiative 1.2.1. Continue to explore alternative formats for instruction Objective 1.2.1.c. Enhance technology for delivery of instruction	Provide accessible, quality instruction to enhance student learning	Convert Computer Technician position to Coordinator of Technical Support Services	To coordinate and distribute workloads among technical support staff. To provide supervision for technical support staff and operations.
6.	Goal 4. To enhance infrastructure to support the college mission Strategic Directive 4.1. To strengthen college operations and services Initiative 4.1.2. Strengthen the college's information technology capabilities Objective 4.1.2.a. Update and enhance technology	Provide accessible, quality instruction to enhance student learning	Software Renewals and Purchases	Virtual Desktop licenses VMWare Infrastructure maintenance Administrative system, archiving, UNIX maintenance Wireless system upgrade Deep Freeze Vision Software Adobe Connect
7.	Goal 4. To enhance infrastructure to support the college mission Strategic Directive 4.2. To increase institutional effectiveness Initiative 4.2.4. Continue to pursue external funding to diversify college resources Objective 4.2.4.a. Develop an office of grant activities and sponsored programs to secure funding opportunities in support of institutional initiatives	Offer diverse services and opportunities which improve the quality of life	Convert Foundation Accountant from part-time to full-time	*Additional accounting *Additional position requirements

Priority	Strategic Plan Reference	Mission Reference	Institutional Strategy from Divisional Plans of Action	Rationale from Divisional Plans of Action
8.	<p>Goal 2. To provide comprehensive and effective services to students Strategic Directive 2.1. To develop and deliver programs that anticipate and response to student needs Initiative 2.1.3. Develop and implement a strategic enrollment management plan Objective 2.1.3.a. Assess and improve the processes of recruitment, admissions, advising, orientation, registration and retention</p>	<p>Offer diverse services and opportunities which improve the quality of life</p>	<p>Document Imaging</p>	<p>In order for both the Caldwell and Watauga Offices to have a seamless approach in response to student issues and inquiries, the Financial Aid Office is in need of a comprehensive document imaging solution that allows for imaging of documents upfront to assist with speed and accuracy in processing student data and responding to questions.</p>
9.	<p>Goal 4. To enhance infrastructure to support the college mission Strategic Directive 4.1. To strengthen college operations and services Initiative 4.1.1. Identify and implement strategies to enhance college processes and services Objective 4.1.1.a. Assess for improvement and revise existing processes and procedures</p>	<p>Support economic development through comprehensive resources to business, industry, and agencies</p>	<p>Conversion of Production Technician to Production Director</p>	<p>The JEBCC has been operating for the past two years with a reduced staff.</p> <ul style="list-style-type: none"> ▪ Director is working multiple positions to meet facility needs. ▪ Loss of technical personnel has placed additional workload for all staff. ▪ Higher demands on staff have increased working hours during events. ▪ To improve customer service response times. ▪ To sustain growth and maintain client retention.
10.	<p>Goal 4. To enhance infrastructure to support the college mission Strategic Directive 4.2. To increase institutional effectiveness Initiative 4.2.4. Continue to pursue external funding to diversify college resources Objective 4.2.4.a. Develop an office of grant activities and sponsored programs to secure funding opportunities in support of institutional initiatives</p>	<p>Offer diverse services and opportunities which improve the quality of life</p>	<p>Part-time (20 hours) professional to handle expanded IE&R services</p>	<p>IE&R staff has added responsibilities for federal compliance, SACS resources and management of Compliance Assist, increased data production and analysis, and expanded federal reporting. There is no centralized depository for grant information or assistance. IE&R could provide basic grant assistance (i.e., data, standard college description, etc.), generally monitor grant sources; manage the US contractor membership; Assist with enhanced assessment; training; research best practices</p>

Priority	Strategic Plan Reference	Mission Reference	Institutional Strategy from Divisional Plans of Action	Rationale from Divisional Plans of Action
11.	Goal 1. To enhance educational excellence Strategic Directive 1.1. To enhance student learning Initiative 1.1.2. Strengthen and expand the role of web enhanced and online learning Objective 1.1.2.b. Incorporate best practices into distance learning courses, including Quality Matters	Provide accessible, quality instruction to enhance student learning	Create Part-Time Funds for Distance Learning to Aid Distance Learning Instruction.	The demand for videoconference classes and Blackboard courses has increase. This will ensure the department meets the SACS requirements for Distance Learning.
12.	Goal 4. To enhance infrastructure to support the college mission Strategic Directive 4.1. To strengthen college operations and services Initiative 4.1.2. Strengthen the college's information technology capabilities Objective 4.1.2.a. Update and enhance technology	Offer diverse services and opportunities which improve the quality of life	Improvements and additions to Datatel and portal	Assist and automate tasks in departments across campus including but not limited to: MOX (mobile), Moodle, Retention, Recruiter
13.	Goal 1. To enhance educational excellence Strategic Directive 1.2. To establish a culture that promotes excellence in teaching and learning Initiative 1.2.3. Provide opportunities for continued professional development Objective 1.2.3.b. Provide resources for discipline-specific professional development for faculty and staff	Provide accessible, quality instruction to enhance student learning	Convert part AUT instructor from part-time to permanent part-time	With the loss of one full time instructor and the increase in unduplicated head count from 44 in spring of 2008 to 99 in spring of 2012, the program needs a 30-hour per week instructor in lieu of possibly reinstating the 3 rd full time position as growth continues.
14.	Goal 1. To advance educational excellence Strategic Directive 1.1. To enhance student learning Initiative 1.1.1. Include multicultural and global perspectives and experiences more broadly in the Curriculum and in student activities Objective 1.1.1.c. Develop supplemental resources that foster cultural and global awareness	Provide accessible, quality instruction to enhance student learning	Expansion and promotion of online research database offerings	To include JSTOR, Films on Demand, World Cultures, Global Issues in Context, CQ Global Researcher, Mango Languages High faculty interest in trial subscriptions; absence of comprehensive scholarly database JSTOR; absence of significant multimedia resources; absence of databases related to global issues

Priority	Strategic Plan Reference	Mission Reference	Institutional Strategy from Divisional Plans of Action	Rationale from Divisional Plans of Action
15.	Goal 1. To advance educational excellence Strategic Directive 1.1. To enhance student learning	Provide accessible, quality instruction to enhance student learning	Add FT Social Science Instructor	There is deficient part time faculty pool in the local area. Addition of a PSY instructor would reduce these number to a more acceptable and manageable level. PSY is a requirement of various health science areas as well as many of the 2+2 programs offered both on this campus at the ASU Hickory Center.
16.	Goal 4. To enhance infrastructure to support the college mission Strategic Directive 4.1. To strengthen college operations and services Initiative 4.1.1. Identify and implement strategies to enhance college processes and services Objective 4.1.1.a. Assess for improvement and revise existing processes and procedures	Offer diverse services and opportunities which improve the quality of life	Convert IE Administrative Assistant to Program Assistant	With the increase in services assigned to and provided by IE, certain duties (management of planning, budgeting) should be moved to this position so the director can focus on assessment
17.	Goal 1. To enhance educational excellence Strategic Directive 1.1. To enhance student learning Initiative 1.1.2. Strengthen and expand the role of web enhanced and online learning Objective 1.1.2.a. Enhance the role of technology in the delivery of instruction	Provide accessible, quality instruction to enhance student learning	Renew Skills Tutor and other software licenses.	<ul style="list-style-type: none"> • To assure that students have access to necessary and sometimes required instructional technology. • To enhance instruction.
18.	Goal 4. To enhance infrastructure to support the college mission Strategic Directive 4.2. To increase institutional effectiveness Initiative 4.2.4. Continue to pursue external funding to diversify college resources Objective 4.2.4.a. Develop an office of grant activities and sponsored programs to secure funding opportunities in support of institutional initiatives	Offer diverse services and opportunities which improve the quality of life	Convert Foundation Administrative Assistant to Program Assistant	*Additional position requirements

**Caldwell Community College and Technical Institute
PLANNING
Plan of Action/Plan of Action Report**

Unit (Program/Department/Division): PRESIDENT

Planning Year: 2012-2013

							Closing the Loop Complete by August, 2012	
Unit Priority	Strategic Plan Reference	Strategy for Improvement	Documentation of Need	Planned Completion Date	Is Funding Required?	Responsibility for Completion	Results of the Strategy: date, results	Action Plan
1	4.2.4.a	Enhance Foundation Operations	*Professional Development *Additional accounting *Additional position requirements *Out of date software		Yes	President/staff		
2	4.2.4.a	Oversee construction needs at Watauga Campus	Enhance student learning environment		Yes	President/staff		
3	4.2.4.a	Oversee construction needs on Caldwell campus	Enhance student learning environment		Yes	President/staff		

Instructions: When complete, file:

Program: Program planning folder on Blackboard

Department: Chair files as they choose

Division: VP sends a copy to the Office of IE&R and keeps a copy for their files

Divisional POAs are due to the Office of IE&R by April 15, 2012

Caldwell Community College and Technical Institute 2012-2013 PLANNING Plan of Action/Plan of Action Report

Unit (Program/Department/Division): Executive Vice President
Planning Year: 2012-2013

Unit Priority	Strategic Plan Reference	Strategy for Improvement	Documentation of Need	Planned Completion Date	Is Funding Required?	Responsibility for Completion	Closing the Loop Complete by August, 2012	
							Results of the Strategy: date, results	Action Plan
1 Off the top	4.2.3.b	Compliance Assist – Fund IE&R permanent line	<u>Campus Labs</u> Accreditation Credentials Planning/Assessment Program Review Due 9/22/12	9/22/12	Yes	Evert/Benoit 11936 other		
2 Off the top	4.2.3.a	SENSE/CCSSE – Fund IE&R permanent line Either SENSE or CCSSEE would be paid each fiscal year This request is for CCSSE, spring 2013	CCSSE gives us valuable data concerning support for student success and fosters discusses about engaging students/retaining students SENSE is the precursor to CCSSE and will allow us to assess first year students – data will be used in conjunction with CCSSE data to increase retention and graduation rates.	12/1/12	Yes	Evert/Benoit 6500 other		
1 IE	4.2.4.a	Part-time (20 hours) professional to handle expanded IE&R services	IE&R staff has added responsibilities for federal compliance, SACS resources and management of Compliance Assist, increased data production and analysis, and expanded federal reporting. IE&R needs to assume the lead in SACS compliance (take on the role of SACS liaison) There is no centralized depository for grant information or assistance. IE&R could provide basic grant assistance (i.e., data, standard college description, etc.), generally monitor grant sources; manage the US contractor membership; Assist with enhanced assessment; training; research best practices	7/1/2012	Yes	Director 22,000 personnel		
2 IE		Assign professional duties to the administrative assistant	With the increase in services assigned to and provided by IE, certain duties (management of planning, budgeting) should be moved to this position so the director can focus on assessment	7/1/2012	Yes	Director 5300 personnel		
1 IE – e	4.1.2.a 4.1.3.a	Laptop for institutional researcher	Current laptop is out-of-date and does not meet expanding needs. Has proven unreliable in meetings and presentations and is too large for easy travel. Need a fast but small, portable laptop that can easily be brought to meetings, presentations, and conferences and can be used to work from home.	8/1/2012	Yes	Institutional Researcher		

2 IE – e	4.1.2.a	Desktop for office manager	Out of date; does not meet expanding needs (still uses Windows XP?)	8/1/2012	Yes	Office manager 746		
3 IE – e	4.1.2.a	Laser printer	Current printer is three years old and is used heavily by the entire office	8/1/2012	Yes	Office manager		
1 GDC	1.1.1,	Provide funds for international travel for faculty, staff, and students	<ul style="list-style-type: none"> Established programming/student opportunities in Brazil, Puerto Rico, Germany, and Northern Ireland; Continued promotion of programming in Brazil, Puerto Rico, Germany, and Northern Ireland Specifically support students who travel with CCC & TI to Brazil, Puerto Rico, Germany, or Northern Ireland 	Continuing	Yes	EVP, GDC chair and vice-chair, all committee, campus personnel 5000, 6000 other		
2 GDC	1.1.1	Provide financial support for professional development of staff/faculty	<ul style="list-style-type: none"> Leverage CCC & TI's leadership in NC CC Global Learner Consortium Leverage CCC & TI's ties to World View – UNC-CH Leverage CCC & TI's success in securing NCAIE & NCCCS conference attendance and presentations 	Continuing	Yes	EVP, GDC chair and vice-chair, all committee, campus personnel 5000, 5500 other		
3 GDC	1.1.1	Provide support of course development and student activities which promote global perspectives	<ul style="list-style-type: none"> International Education Week Film Series Basic Skills annual Multicultural Fair ASU Coffee Hour International Citizens Student Association activities Possible Global Honors cohort Student engagement with Brazilian visitors (luncheons, etc.) Possible additional support for 25th anniversary of Writers' Symposium 	Continuing	Yes	EVP, GDC chair and vice-chair, all committee, campus personnel 1500, 2000 other		
4 GDC	1.1.1	Establish position of Director, Global Education, and associated office	<ul style="list-style-type: none"> Appropriate personnel would provide leadership, cohesion, direction, and support for implementation of identified activities. Need for grant writer and administrative staff member to assist with funding necessary for the integration of global issues/study and travel opportunities within the curriculum Need for international faculty exchanges Need for coordination of possible cohorts Need for an increase in student activities surrounding global issues 	Continuing	Yes	President, EVP 58,600, 59,600 personnel		
WAT 1	5, 5.1	Purchase 4-wheel drive truck for maintenance department	Only one college vehicle available for use by all departments	June 2013	Yes	Phillips, Firth		
WAT 2	5, 5.1	Repair driveway from White Oak road	Deterioration has made road dangerous	June 2013	Yes	Phillips, Firth		
WAT 3	5, 5.1	Reseal all paved parking lot surfaces as needed	Heavy use and weather related deterioration	June 2013	Yes	Phillips, Firth		
WAT 4	5, 5.1	Repair / Resurface all sidewalks	Heavy use and weather related deterioration	June 2013	Yes	Phillips, Firth		
WAT 5	5, 5.1	Repair / Reseal eaves on Instructional Facility	Weather related deterioration	June 2013	Yes	Phillips, Firth		
WAT 6	5, 5.1	Repaint exterior trim on Instructional Facility as needed	Partial carry over from 2010 – 2011 Plan of Action	June 2013	Yes	Phillips, Firth		
WAT 7	5, 5.1	Upgrade existing storage building by installing heating and lighting	Carry over from 2011 – 2012 Plan of Action	June 2013	Yes	Firth		
WAT 8	5, 5.1	Replace window blinds as needed in Instructional Facility and Modular units as needed	Many broken or damaged	June 2013	Yes	Phillips, Firth		
WAT 9	5, 5.1	Replace heat pump at Watauga Continuing Education Center	Complete	June 2013	Yes	Phillips, Firth		

Caldwell Community College and Technical Institute PLANNING Plan of Action/Plan of Action Report

Unit (Program/Department/Division): Facilities Services								
Planning Year: 2012-2013								
Unit Priority	Strategic Plan Reference <i>Format: 1.1.1.a see instructions</i>	Strategy for Improvement	Documentation of Need	Planned Completion Date	Is Funding Required?	Responsibility for Completion	Results of the Strategy: date, results	Action Plan
1.	4.1.4.a	1 ton pickup	Replace 1980 truck	2012	Yes	DRB		
2.	4.1.4.a	Replace maintenance hand tools as needed	Worn out tools/equipment	2012	Yes	J. Herman		
3.	4.1.4.a	Custodial equipment	Continue to replace and upgrade old housekeeping equipment	2012	Yes	M. Davenport		
4.	4.1.4.a	Concrete 2 nd dumpster site at Civic Center	Replace asphalt w/concrete at site	2012	Yes	DRB		
5.	4.1.4.a	Refinish stage floor at Civic Center	Need new surface	2012	Yes	DRB		
6.	4.1.4.a	Continued renovation of LRC	Update Facility	2012	Yes	DRB		
7.	4.1.4.a	Re-surface selected parking lots	Cracked parking areas	2012	Yes	DRB		
8.	4.1.4.a	Re-finish gym floor	Every 2 years	2012	Yes	DRB		
9.	4.1.4.a	Replace ceiling tiles campus wide	Replace old stained tiles	Ongoing	Yes	J. Herman		
10.	4.1.4.a	Small tractor/utility cart garage area	Dry storage for equipment to allow for more room in shop	TBD	Yes	DRB		
11.	4.1.4.a	Renovate Civic Center office area	More presentable and workable space	2012	Yes	DRB		
12.	4.1.4.a	Re-stripe parking lot areas	Old faded lines	2012	Yes	J. Herman		
13.	4.1.4.a	Renovation of Nurses lab area	Update to make more useable space	2012	Yes	DRB		
14.	4.1.4.a	Replace cracked raised areas of campus sidewalk	Trip hazards	2012	Yes	DRB		

15.	4.1.4.a	New Watauga Continuing Education Center	Replace old building	TBD	Yes	DRB		
16.	4.1.4.a	Re-pave Community College Drive in Watauga	Road crumbling	2012	Yes	DRB		
17.	4.1.4.a	Facility repairs on Watauga Campus	Patch holes/re-caulk, re-tape sheetrock	2012	Yes	DRB/S. Firth		
18.	4.1.4.a	Pressure wash exterior of Civic Center	Clean dirt/tree grime from exterior	2012	Yes	DRB		
19.	4.1.4.a	New BLET Facility	Relocate to TAPS	TBD	Yes	DRB		

Instructions: When complete, file:

Program: Program planning folder on Blackboard

Department: Chair files as they choose

Division: VP sends a copy to the Office of IE&R and keeps a copy for their files

Divisional POAs are due to the Office of IE&R by April 15, 2012

Caldwell Community College and Technical Institute

PLANNING

Plan of Action/Plan of Action Report

Unit (Program/Department/Division): ACCE Division

Planning Year: 2012-2013

Unit Priority	Strategic Plan Reference	Strategy for Improvement	Documentation of Need	Planned Completion Date	Is Funding Required?	Responsibility for Completion	Results of the Strategy: date, results	Action Plan
1	1.1.2.a 2.1.1.b	<p>Prepare for changes to GED testing including test change over and computerized testing.</p> <ul style="list-style-type: none"> • Establish minimum level of computer literacy skills • Increase the incorporation of computer literacy instruction and training into existing ABE/GED classes. 	<ul style="list-style-type: none"> • All GED testing will be computerized by 2013 requiring additional security measures and dedicating facilities. • To increase student goal completion and level movement at the lowest levels including computer literacy skills. To explore different methods of instructional delivery to better increase student progress. To better prepare students for College Placement Testing and for transitioning into college where computer skills are expected. 	1/1/13	Yes	Vice President, Student Services; Director, Testing & Assessment; Director, ABE/GED Programs; Director, Watauga Basic Skills; Department Chair, Basic Skills		
2	1.1.1.c 2.2.1.b	<p>Re-organize Corporate and Continuing Education to utilize existing staff members to their fullest potential and provide needed services to our area by:</p> <ul style="list-style-type: none"> ▪ Filling the vacant JobLink Director position and creating a Director of Employer Services and a Director of Job Services to include: ▪ Converting the Coordinator/Instructor of Occupational Extension to the Director of Job Services and the Coordinator of Employment Services to the Director of Employer Services. Convert the Coordinator/ Instructor of Business and Industry Services to the Director of Technology based on new responsibilities due to re-organization. ▪ Convert a permanent part-time instructor to a full-time coordinator/instructor to meet the growing demands of the Brazil program which include: planning for student exchanges, providing virtual ESL courses, and exploring other opportunities for partnering schools in Brazil. 	<ul style="list-style-type: none"> ▪ Reorganization of the JobLink to re-focus the efforts of staff and partners on workforce development, education, and training. The resignation of the director and the administrative assistant provides a unique opportunity to accomplish this goal. ▪ JobLink is doing an outstanding job of providing resources and services for the job seeker; however, a weakness of the JobLink is employer services. The realignment would overcome that weakness. ▪ The mission of the JobLink Career Center is to be a “one stop” or umbrella providing resources and services needed by the community as a whole. To live up to the mission, the scope must be broadened. To accomplish the broad range of resources and services needing to be provided, CCE is requesting to convert two existing positions to an Employer Services Director and a Job Services Director. ▪ It is necessary to realign job responsibilities within the Corporate and Continuing Education Department to properly distribute the workload. 	On going	Yes	Coordinator/ Instructor, Business and Industry; Department Chair, Corporate and Continuing Education		

Unit Priority	Strategic Plan Reference	Strategy for Improvement	Documentation of Need	Planned Completion Date	Is Funding Required?	Responsibility for Completion	Results of the Strategy: date, results	Action Plan
			<p>This redistribution of work load would make it necessary to convert the Coordinator of Business and Industry Services to Director of Technology to reflect the additional job responsibilities being transferred and the expanded program area responsibilities to include: the Brazil connection, VMware Regional Academy, IT Institute, BioWorks, Furniture Technology Institute, distance education, selected self-supporting program areas, etc.</p> <ul style="list-style-type: none"> ▪ Demand has increased due to the addition of 3 partnering schools (Impacta (Sao Paulo, BR), EPDec Law School (Sao Paulo, BR), and UNIPAC (Ipachinga, BR).) ▪ Each school will require virtual ESL courses. ▪ Impacta has 2 student exchange trips per year, which require extensive planning. ▪ The EPDec Law School partnership has scheduled an exchange in October which requires planning and additional virtual ESL sections. ▪ UNIPAC has scheduled their first instructor/student exchange for July 2012. ▪ UNIPAC has requested multi-disciplinary 2 week exchanges to take place throughout the year as well as virtual ESL courses before their first exchange in July 2012 ▪ The UNIPAC partnership covers multiple campuses throughout Brazil and will require much attention. ▪ A Private K-12 from Sao Paulo has contacted CCCTI regarding an 8-12 person teacher exchange program projected for summer 2013. 					
3	4.1.1.a 4.2.2.a	<ul style="list-style-type: none"> • 25 hour/week Permanent Part-Time Administrative Assistant (Weekend/Evening) • Conversion of Production Technician to Production Director 	<p>The JEBCC has been operating for the past two years with a reduced staff.</p> <ul style="list-style-type: none"> ▪ Director is working multiple positions to meet facility needs. ▪ Loss of technical personnel has placed additional workload for all staff. ▪ Higher demands on staff have increased working hours during events. ▪ To improve customer service response times. ▪ To sustain growth and maintain client retention. 	On going	Yes	Vice President, Adult, Corporate & Continuing Education; Director, JEBCC; Program Assistant, JEBCC		
4	1.1.2.a 1.1.2.c	Renew Skills Tutor and other software licenses.	<ul style="list-style-type: none"> • To assure that students have access to necessary and sometimes required instructional technology. 	January, 2013	Yes	Department Chair, Basic Skills; Director, Literacy Support Services		

Unit Priority	Strategic Plan Reference	Strategy for Improvement	Documentation of Need	Planned Completion Date	Is Funding Required?	Responsibility for Completion	Results of the Strategy: date, results	Action Plan
			<ul style="list-style-type: none"> To enhance instruction. 					
5	4.1.1.a 4.1.4.b	JEBCC Facility Maintenance and Repair: Relocation of Handicapped Ramp, Install new dumpster pad, Repair loading docks	<ul style="list-style-type: none"> Enhance facility use for disabled patrons. Improve the aesthetics of the facility. Enhance facility safety. 	Unknown	Yes	Director, JEBCC		
6	1.1.2.a 1.1.2.b	Implement Basic Skills Technology Strategic Plan, Year 1 <ul style="list-style-type: none"> Purchase 20 iPads for Caldwell County and 10 for Watauga County. Purchase iPad cart instructor shelf. Purchase digital cameras for check out, departmental, and/or designated use. Purchase and install wall mounted projection units and hardware for G219, G233, G232, and G213 and one classroom in Watauga. Purchase motorized screens for G219, G233, G232, and G213 and one classroom in Watauga. 	<ul style="list-style-type: none"> To assure that Basic Skills students have the necessary technology tools to be successful learners, workers, citizens, and parents in the 21st century. To address the needs of Basic Skills faculty and staff by assuring that they have the necessary technology skills and tools to support instruction and administrative tasks. 	Ongoing July 2013 for purchase of equipment.	Yes	Department Chair, Basic Skills; Director, Literacy Support Services		
7	2.1.1.a 3.1.4.b	Hire a full-time Law Enforcement Coordinator/Instructor	The Criminal Justice courses offered by CCE have grown. To continue to expand course offerings, it will be necessary to add a full-time coordinator/instructor to meet demands and to adhere to state regulations. Law Enforcement annual FTE has increased with minimal part time help from 18.52 in 2008 to 32.13 in 2011.	Spring 2013	Yes	Director, Emergency Services; Coordinator/ Instructor, Emergency Services		
8	1.1.2.b 2.1.3.a	Develop and implement transitions programming. <ul style="list-style-type: none"> Develop and implement a continued bridge program to cover college success tools, employability skills, and academic preparation for college placement testing for students who are close to completion and wish to enroll in fall curriculum or continuing education programs. Recruit and serve 125 students for the Accelerating Opportunity initiative. Continue development of contextualized curriculum for ABE/GED/AHS/ESL students to begin studies in their area of interest. Continue to create career pathways for students. Increase the availability of remedial instruction in reading, math, and language for high school graduates in order to allow them to benefit from the Accelerating Opportunity initiative. Increase access to career assessment, career exploration, advising, and other student 	<ul style="list-style-type: none"> To comply with Accelerating Opportunity requirements. To increase student success. To increase the number of students who access counseling and transition advising. High school graduates who need a significant amount of remedial help before taking college placements tests can be served through Accelerating Opportunity so that they will have a chance to place higher on the CPT. To increase the number of graduates who enroll in curriculum or continuing education programs or classes. To ensure students have resources to make informed decisions about what is offered to them relative to their interests beyond Basic 	Ongoing	Yes	Department Chair, Basic Skills; Coordinator, Career Pathways; Director, ABE/GED Programs; Director, Adult High School; Coordinator/ Instructor, Compensatory Education; Director, ESL; Director, Watauga Basic Skills		

Unit Priority	Strategic Plan Reference	Strategy for Improvement	Documentation of Need	Planned Completion Date	Is Funding Required?	Responsibility for Completion	Results of the Strategy: date, results	Action Plan
		services for adult entering Basic Skills <ul style="list-style-type: none"> • Incorporate CPT prep into all secondary curriculum • Identification of application, advising, CPT process. 	Skills.					
9	2.1.1.b 4.1.3.a	Increase awareness and availability of emergency services course information.	Develop "App" for Android and Apple market to allow students greater and easier access to emergency services program information and course schedules.	Fall 2012	Yes	Director, Emergency Services		
10	3.1.4.b	Grow the Electrical Linemen Program by: <ul style="list-style-type: none"> • Constructing an underground power distribution training area, an indoor power distribution lab, and a substation training facility to supplement the Electrical Lineman curricula. • Acquire the necessary equipment and personnel to support the electrical lineman training program 	<ul style="list-style-type: none"> • Area energy providers have expressed a need for training in the underground power distribution area, substation power distribution and construction. • As the program grows, it will be necessary to continually assess what additional equipment and personnel will be needed to continue to expand the Electrical Linemen Institute as well as the incumbent worker training. 	On going	Yes	Coordinator/ Instructor, Emergency Services		
11	2.2.1.b 3.1.4.b	Construct a multi-purpose emergency services training facility to enhance course offerings.	<ul style="list-style-type: none"> ▪ Local emergency personnel are traveling to schools with training facilities due to our inability to meet their needs. ▪ Provide the ability to expand course offerings 			Director, Emergency Services; Coordinator/ Instructor, Emergency Services; Department Chair, Corporate and Continuing Education; Vice President, Adult, Corporate and Continuing Education; Vice President, Facility Services		
12	4.1.2.a 4.1.4.b	Upgrade/Install Technology Infrastructure - increase wired/wireless access throughout facility	<ul style="list-style-type: none"> • Enhance facility for use by faculty, students, and patrons. • Enhance marketing status. 	Unknown	Yes	Director, JEBCC		

Caldwell Community College and Technical Institute PLANNING Plan of Action/Plan of Action Report

Unit (Program/Department/Division): Curriculum
Planning Year: 2012-2013

Unit Priority	Strategic Plan Reference <i>Format: 1.1.1.a see instructions</i>	Strategy for Improvement	Documentation of Need	Planned Completion Date	Is Funding Required?	Responsibility for Completion	Results of the Strategy: date, results	Action Plan
Off the Top	1.2.1 2.1.2	One Part-time Culinary Arts Instructor for HCAM to expand to Full-time in 2013-2014	Need addition of a part-time faculty member to instruct courses at HCAM. This partnership will require on-site instructor.	August 2012	Yes	Director, Culinary		
Off the Top	2.1.2, 1.2.1	Expand Truck Driver Training to Isothermal	Program expansion to provide additional FTE	January 2013	Yes	Director, Truck Driver Training		
Off the Top	1.2.1, 1.2.2, 1.1.2	Developmental Redesign	Provide innovative instruction; comply with state mandate	Fall 2013	Yes	Dept. Chairs: ERC, Math/Science; VP, College Transfer and Technical Programs		
1	1.2.2.a,b,c	Physics Instructor—Caldwell (9 months)	Health Science programs including Medical & Cardiovascular Sonography, Nuclear Medicine, and Physical Therapy along with Electronics Engineering Technology require Physics. Also many of our AS students take Physics. We are unable to fully support these programs with an adjunct. Physics lab materials need to be updated and a full-time instructor would have more time to accomplish a complete inventory.	Fall 2012	Yes	Executive Vice President; VP, College Transfer and Technical Programs; Dept. Chair, Math/Science; Coordinator, Science		
2	1.2.2, 1.1.2	Redesign Drafting Lab	Consolidate and update program resources	2012-13	Yes	Director, Mechanical Engineering; Dept. Chair, Industrial; VP, College Transfer and Technical Programs		
3	2.2.1, 1.2.3	2% (cost of living) increase for program budgets	Increase in travel reimbursement and program growth	2012-13	Yes	VP, College Transfer and Technical Programs		

4	1.2 4.2.3.b 4.1.3.a	Fill existing position for a coordinator of Social Sciences	The department chair is currently responsible for supervising 16 full time faculty and 30 part time faculty (excluding part-time ART & MUS faculty). These 30 part time faculty teach approximately 55 sections each semester on both campuses. This infringes on the ability of the chair to complete other tasks to include but not limited to global programs	Fall 2012	Yes	VP, College Transfer and Technical Programs		
5	1.2.1.c	Upgrade unsafe/outdated PTA equipment (ultrasound and E stim)	BioMed has identified several pieces of equipment that are no longer safe to use. Should have report by the end of Spring 2012	Summer 2012	Yes	Director, PTA; Dept. Chair, Health Sciences		
6	1.1.3.a,b 1.2.2.a,b,c	Expand/renovate Biology lab— Watauga	The current lab only has two workstations which were designed to accommodate 6 students each. Currently 10 students or more are sharing each workstation. Two additional benches would expand our lab seat cap from 20 to 24 and alleviate overcrowding at each bench.	Fall 2012	Yes	Executive Vice President; VP, College Transfer and Technical Programs; Dept. Chair, Math/Science; Coordinator, Science		
7	1.1, 2.1, 3.1	Add Social Science Instructor position	There is deficient part time faculty pool in the local area. Social Science classes taught by part time faculty are as follows: Fall '11: Hudson campus = 19 classes (8 are PSY); Watauga campus = 11 classes (1 is PSY) Spring '12: Hudson Campus = 21 classes (9 are PSY); Watauga Campus = 11 classes (2 are PSY) Addition of a PSY instructor would reduce these number to a more acceptable and manageable level of approximately 14 classes. This figure of 14 classes taught by part time faculty is currently comparable to the current figure for ENG and MAT courses. PSY is a requirement of various health science areas as well as many of the 2+2 programs offered both on this campus at the ASU Hickory Center.	Fall 2012	Yes	VP, College Transfer and Technical Programs		
8	1.2.3	Convert part AUT instructor from part-time to permanent part-time	With the loss of one full time instructor and the increase in unduplicated head count from 44 in spring of 2008 to 99 in spring of 2012, the program really need a 30-hour per week instructor in lieu of possibly reinstating the 3 rd full time position as growth continues.	August 2012	Yes	Director, Automotive		

9	1.2.1.c	ACF Accreditation	Students need to be affiliated and our institution needs to have this nationally recognized accreditation to remain competitive.	Ongoing	Yes	Director, Culinary		
10	1.2.1.c	NAEYC Accreditation	Provides national accreditation	Ongoing	Yes (annual fee and site visit)	Director, Early Childhood		

Caldwell Community College and Technical Institute PLANNING Plan of Action/Plan of Action Report

Unit (Program/Department/Division): Finance and Business Services
Planning Year: 2012-2013

							Closing the Loop Complete by August, 2013	
Unit Priority	Strategic Plan Reference <i>Format: 1.1.1.a see instructions</i>	Strategy for Improvement	Documentation of Need	Planned Completion Date	Is Funding Required?	Responsibility for Completion	Results of the Strategy: date, results	Action Plan
1	4.2.3.a	Process new hires of PT employees through Human Resources.	Part-time employees receive a limited orientation that can vary greatly between departments. Personnel paperwork is often incomplete or contains errors. Separation/termination of part-time employees is not documented properly.	July, 2012	Yes	Kathy Seitz		
								Use the TAB key in this block to add a line to the table

Instructions: When complete, file:

Program: Program planning folder on Blackboard

Department: Chair files as they choose

Division: VP sends a copy to the Office of IE&R and keeps a copy for their files

Divisional POAs are due to the Office of IE&R by April 15, 2012

Caldwell Community College and Technical Institute PLANNING Plan of Action/Plan of Action Report

Unit (Program/Department/Division): Student Services
Planning Year: 2012-2013

Unit Priority	Strategic Plan Reference <i>Format: 1.1.1.a see instructions</i>	Strategy for Improvement	Documentation of Need	Planned Completion Date	Is Funding Required?	Responsibility for Completion	Results of the Strategy: date, results	Action Plan
1	2.1 2.3	New testing facility for Caldwell and Watauga Campuses. A room with at least 20 computers and a room with at least 30 desks.	Growing number of students taking on-line tests and make-up tests. GED testing will go computerized in Jan. 2013 and we will need a room with at least 20 computers. With the new Math, Reading, and English modules we will need a larger room and more computers for the 3 hour diagnostic tests.	Ongoing	Yes	Susie Hutchens		
2	2.2.1.a	Obtain a larger space on Watauga Campus for the ASC, preferably one that houses both ASC and WC	Watauga ASC cannot expand its services nor increase the number of students using the center because of space limitation	Fall 2012	Yes	Executive Council Nancy Leonard Camille Annas		
3	2.2.1b	Provide walled-with-door offices for FA Technician on Hudson Campus to allow for student privacy under FERPA	In 2011 and prior, two FA Technicians were located in open workroom areas and unable to meet FERPA privacy issues when working with sensitive student issues. One on the Caldwell Campus is still unresolved, and the other is on the Watauga Campus was resolved in 2011.	December 2012	Yes, but could be just reallocation of space involving existing office spaces.	VP Student Services, Director of FA, VP Facility Services		

4	1.1.2.c 2.2.1.a 2.2.2.a 2.2.3.a	Expand the 20-hour professional math instructor position on Watauga campus to a full-time position.	Tutor track data and tutor reports indicate a very high demand for math tutoring. Expansion of current position would aid in developing and offering online math tutoring. Currently there is only one full-time position devoted to the ASC. The coordinator of the ASC in Watauga is also the director of Disabilities; therefore, her time is divided between the responsibilities for the ASC and responsibilities for Disabilities.	Fall 2012	Yes	Dena Holman Nancy Leonard Camille Annas		
5	1.1.2 2.1.1c 2.2.1c	Convert current full-time position of Counselor, Career and Admissions to a full time coordinator level position entitled Coordinator of Counseling Services, for improved focus on the federal Drug Free Communities and Schools requirements, and for improved monitoring of in-house behavioral health interventions.	We are currently meeting the bare minimum requirements of the federal Drug Free Schools and Communities Act, with one small annual survey and one routinely scheduled substance specific WISE UP activity per year. At present we have no pre-developed behavioral intervention modules for in-house student use. We need improved ability to track our behavioral health interventions in a confidential and meaningful manner.	February 2013	Yes	Shannon Brown, Heather Pack		

6	1.1.2.c 2.2.1.a 2.2.2.a 2.2.3.a	Expand online tutoring	<p>1) Increase in number of DL sections being offered and increase in number of students enrolled in DL class</p> <p>2) Southern Association of Colleges and Schools (SACS) Core requirements 2.10 (The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.) and 3.49 (The institution provides appropriate academic support services)</p> <p>3) Enhancement of student access to support services currently available to on-campus students only while providing additional support for part-time and DL students</p>	Fall 2012	Yes	ASC staff and tutors in conjunction with additional software support.		
7	2.2.2 4.1.1	Increase budget amount for professional development opportunities.	<p>State and Federal changes to reporting and accountability require staff to stay abreast on the latest trends and innovative ideas</p> <p>CACRAO CACRAO Conference N3CSDPA CTPA Membership and Annual Meeting League of Innovation.</p>	Ongoing	Yes	VP Student Services and staff.		
8	2.1.3.a 4.1.4.a	Encourage online student services use by offering computers in the admission/registration/records area	Moving to the new student portal allows the use of more online forms and services that students will have readily access to.	Spring 2013	Yes	LaTosha Hicks and Enrollment Management Staff		

9	2.2.2a 2.2.1 2.1.3	Document Imaging	In order for both the Caldwell and Watauga Offices to have a seamless approach in response to student issues and inquiries, the Financial Aid Office is in need of a comprehensive document imaging solution that allows for imaging of documents upfront to assist with speed and accuracy in processing student data and responding to questions. The students should be able to get an answer on file status without having to wait for a physical file to be passed via courier from one campus to the next for review. Scanning files upfront in the FA process, will allow staff on both campuses to see all files at all times and reduce wait times for feedback to students.	July 1, 2012 - this is a continued request from last year(s)	Yes/IT Budget	IT, FA Dir, VP Student Services, other directors and administrators across campus affected by implementation of a campus-wide imaging solution		
10	4.1.2.a	New scoreboard in the gym	The one we are currently using is old and is constantly malfunctioning during games. The maintenance staff has worked on it multiple times, but it continues to mess up.	October 1 2013	Yes	Matt Anderson		
11	2.2.2.a 2.2.1 2.1.3	Default Prevention Program Implementation	In order to avert the increasing default rate, up from 10.1 to 11.1 in one year, or at least hold at the lowest level possible for our number of borrowers, we need a default prevention program that directly works with our student borrowers for managing their debt. We hope to implement the SALT program from ASA to perform a wide range of duties with our borrowers including financial literacy and to work directly with them individually on their loan portfolio to avert defaulting.	July 1, 2012	Yes/FA Budget	Director of FA		

12	2.2.3	Provide 20 hours of more staff to student activities on the Watauga Campus.	<ul style="list-style-type: none"> ▪ Since 2008 the student body of CCC&TI has grown 21.9%. ▪ From 2008 to March 2012 there has been a 154% increase in student activities on the Watauga Campus. ▪ Student Activities on the Watauga Campus by year: <ul style="list-style-type: none"> ▪ 2008-2009-22 activities ▪ 2009-2010-26 activities 18% increase ▪ 2010-2011-47 activities <ul style="list-style-type: none"> ▪ 80% increase ▪ 2011-March 2012-56 activities 19% increase ▪ The Watauga campus is expected to continue to grow with the adding of additional classrooms. 	July 2012	Yes		
13	4.1.4	Install protective, sliding glass window in TRIO Center, similar to the windows in the Records area. Paint TRIO Center with color of Basic Skills.	The work area for the TRIO/SSS administrative assistant is exposed to the elements (winter cold, summer heat) and noise. There are times (during APR, for example) when the area needs to be quiet. Color of Basic Skills is welcoming. No upgrade to TRIO Center since its creation in summer 2006.	7.31.12	Yes	Facilities, TRIO.	
14	Goal 2 2.2.2.a	Expand available technology for audio books and other accommodations to increase access for students with disabilities.	Increasing numbers of students registering with Disability Services qualify for this accommodation.	Fall 2012	yes	Nancy Leonard Tuesday Sigmon	
15	1.1.2, 1.2.1, 4.1.1, 4.1.2	Install flat screen on wall for computer and TV access.	For TRIO Tutoring (with TRIO/ETS), for TRIO/SSS and TRIO/ETS students' group meetings and presentations [TYLL, plus], staff meetings and presentations, Skyping with Boone for Diane to participate in staff meetings, presentations for parents, group Skyping with TRIO students when they are in NYC, Washington, Chicago, Puerto Rico, Honduras.	7.31.12	Yes	IT, facilities, TRIO	
16	4.1.4.a	Converting aged out student files to DocEScan; additional scanner is needed	Adhere to the policy and guidelines of the Records Retention and Disposition Schedule set by NC Administrative Code	On-going	Yes	LaTosha Hicks and Student Records Staff	

17	1.1.2c 2.2.1.a 2.2.a.c 2.2.2.a 2.2.3.a	Enhance Online Writing Center Services by continuing to develop screen capture tutorials.	Screen capture tutorials will increase student and instructor access to writing instruction and web conferencing software will enable online writing consultations similar to those in the physical centers. Both online enhancements promote student involvement in their learning.	Summer 2011	No	Laura Benton Martin Moore Writing Center Assistant		
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Caldwell Community College and Technical Institute PLANNING Plan of Action/Plan of Action Report

Unit (Program/Department/Division): TISS
Planning Year: 2012-2013

Unit Priority	Strategic Plan Reference	Strategy for Improvement	Documentation of Need	Planned Completion Date	Is Funding Required?	Responsibility for Completion	Results of the Strategy: date, results	Action Plan
1	1.2.1c	Provide a Coordinator of Technical Support Services in computer services	To coordinate and distribute workloads among technical support staff. To provide supervision for technical support staff and operations.	12/13	Yes	Wooten		
2	4.1.2a	Software renewals and purchases	Virtual Desktop licenses VMWare Infrastructure maintenance Administrative system, archiving, UNIX maintenance Wireless system upgrade Deep Freeze Vision Software Adobe Connect	12/13	Yes	Wooten/Duncan/Clark		
3	2.1.3a 4.1.2a	Improvements and additions to Datatel and portal to assist and automate tasks in departments across campus.	Including but not limited to: MOX (mobile), Moodle, Retention, Recruiter.	12/13	Yes	Wooten/Gragg/ R. Smith		
4	1.1.2a 1.2.1c	Convert Assistant Web Master position to Full time.	Please see attached	August 2013	yes	Sherry Wilson		
5	1.1.2b 4.2.3b	Create Part-Time Funds for Distance Learning to Aid Distance Learning Instruction.	The demand for videoconference classes and Blackboard courses has increase. This will ensure the department meets the SACS requirements for Distance Learning.	2012	Yes	Kristin Harrison, Susan Wooten, Sherry Wilson		

6	1.1.2a 1.1.2b 1.2.1c	Convert AV tech position to AV Specialist.	Extra duties include: Support research and design of Distance Learning classrooms, technical issues, smart classrooms and connectivity.	August 2013	yes	Sherry Wilson		
7	1.1.2a 4.1.2a	Make another External Connection for ITS meetings/Classes	B134 is currently our only room that we can use to connect to ITS. When we need to have meetings that go through ITS we do not always have B134 available. This will also allow the college to receive more classes through video conference from other community colleges across the state.	2012	Yes	Kristin Harrison, Ira Duncan, Susan Wooten, Margaret Hampson		
8	1.1.1c 3.1.1	Expansion and promotion of online research database offerings, to include JSTOR, Films on Demand, World Cultures, Global Issues in Context, CQ Global Researcher, Mango Languages	High faculty interest in trial subscriptions; absence of comprehensive scholarly database JSTOR; absence of significant multimedia resources; absence of databases related to global issues	Yes	Yes	Sherry Wilson Reneé Lyons		
9	4.1.2a	Create and enhance video conferencing and smart classrooms on both campuses.	Need for more "smart" classrooms and upgrade for existing equipment. Upgrade B118/134 to High Def	12/13	Yes	Wooten/Harrison/ Morgan/Moore		
10	4.1.2a	Replace and purchase new equipment to support infrastructure	Email archiving Wireless equipment replaced Access Points replaced	12/13	Yes	Wooten/I.Duncan		
11	4.1.2a	Equip faculty, staff, and student computer labs with the latest equipment and software.	Faculty/staff replacement: 40 new computers for Caldwell/Watauga faculty and staff 50 new mini laptops for faculty registration Replace and install new projectors across both campuses (20)	12/13	Yes	Wooten/Mullis/Helton/ M. Smith		
12	1.2.1c 2.2.1a	Implement SIRSI Library Systems Management System.	Consolidate and provide access CCCTI LRC collection with majority of NCCCS collections	December 2013	no	Rita Clement Laurie James Sherry Wilson		

Assessment

Assessment at CCC&TI is a continuous process directed toward improvement at the program and institutional level and is managed and supported by the office of institutional effectiveness and research. Program assessment follows the program review five year cycle outlined in further detail within the IEP under Program Review.

Instructional program assessment begins with the review and revision of the program outcomes table and a review of the program's assessment matrix, both completed during the program review process. Each program identifies broad program outcomes and specific student learning outcomes that all graduates should achieve through completion of the program. Student learning outcomes are then mapped to the course or courses within the program where the student will gain the appropriate knowledge, skill, or attitude and assessment measures for assessing success are determined. The program outcomes table will then be assessed over a five year period, with outcomes and assessment measures reviewed annually for quality and accuracy, so that all student learning outcomes are assessed by the program's next program review. Administrative outcomes, such as graduation or retention rates, may also be included in the program outcomes table and are assessed annually.

Support program assessment also begins with the review and revision of the program outcomes table. Support programs develop program-specific support service outcomes and administrative outcomes and will assess all outcomes annually. In addition, depending on the service, there may be one time or periodic assessments of one time or periodic outcomes, developed annually as needed. Support programs are encouraged to identify and assess student learning outcomes where appropriate.

The general education outcomes table was developed by the general education committee and all outcomes are assessed annually. These outcomes are mapped to core general education course requirements and reflect the student learning outcomes all graduating students should achieve regardless of program. Programs are encouraged to choose general education student learning outcomes and include these in their program assessment as well.

All instructional and support programs are required to document assessment and the use of results for improvement through the annual assessment plan and report. Each August, after reviewing the outcomes table, previous assessment data, and subsequent improvements, programs will create an assessment plan for the new academic year. Assessment is continuously monitored through fall and spring semesters and changes are made based on assessment measure results. In July, programs close the loop by documenting results and the use of these results for improvements in the assessment report. Plans and reports are reviewed by directors, department chairs, divisional vice presidents, and the office of institutional effectiveness and research and college planning council to support program improvement.

Institutional assessment is completed annually through the office of institutional effectiveness and research by the creation of an institutional assessment plan and report. Institutional assessment focuses on the goals and directives developed in the strategic plan and state, local, and institutional data are utilized to determine appropriate measures of assessment, collect results, and analyze results for institutional improvement. The institutional assessment plan is approved by the college planning council in October and the institutional assessment report is presented and published the following September.

**Caldwell Community College & Technical Institute
Annual Assessment**

Proving Institutional Effectiveness

Institutional Assessment Report 2010-2011.....p. 73-81
Institutional Assessment Plan 2011-2012.....p. 82-87

**Proving Institutional Effectiveness
Institutional Assessment Report for 2010-2011
Caldwell Community College and Technical Institute**

Goal 1: To advance educational excellence				
Strategic Directive 1.1: To enhance student learning				
<i>Method of Assessment</i>	<i>Criteria for Success</i>	<i>Results of Assessment</i>		<i>Use of Results</i>
1. Curriculum students will graduate, transfer to a senior institution, or be retained to the following fall. <i>NCCCS Critical Success Factor G</i>	65% of each NCCCS-defined fall semester curriculum cohort will graduate, transfer to a senior institution, or be retained to the following fall. The cohort will be defined each fall based upon number of students enrolled in degree granting (certificate, diploma, or degree) curriculum programs. The cohort will be tracked from fall to fall to determine those who have graduated and those who have continued to be enrolled. Note: Include reporting students who transfer without completing a degree.	14% graduated 49% returned <u>6%</u> transferred 69% graduated, transferred, or returned Assessment Achieved NCCCS Critical Success Factor G MET		Carry forward
2. Students enrolled in developmental math, reading or English courses will succeed in these courses. <i>NCCCS Critical Success Factor D</i>	75% of students who complete a developmental course will earn a grade A, B, or C. Grades of Incomplete and Withdrawal are excluded from the tracking population; the CS grade is considered not successful.	91% English 82% Math <u>86%</u> Reading 85% Total succeeded in courses Assessment Achieved NCCCS Critical Success Factor D MET		Carry forward
3. Students previously enrolled in developmental math or English courses will succeed in subsequent credit-bearing curriculum courses. <i>NCCCS Critical Success Factor E</i>	80% of students previously enrolled in developmental courses will earn a grade A, B, C, or D in credit-bearing curriculum courses of the same subject as the developmental course. Grades of Incomplete and Withdrawal are excluded from the tracking population. Assessment tracks performance by students in ENG 111 and/or in first college-level math course.	88% English <u>92%</u> Math 89% Total succeeded in subsequent courses Assessment Achieved NCCCS Critical Success Factor E MET		Carry forward
4. First-time test takers will succeed on the certification, licensure, exiting and other state and nationally-normed exams.	An aggregate of 80% of students from the following programs who take certification, licensure, exiting and other state and nationally-normed exams will pass in the first attempt at taking the exam. -Basic Law Enforcement Train. -Manicurist	BLET 70% (n=33) COS ** NMT 64% (n=11) NUR 91% (n=33) PTA 73% (n=15)	RAD ** EMT 87% (n=109) EMT-I 60% (n=10) EMT-P 85% (n=26)	6-month status report requested from programs with less than 70% success. Carry forward

<p><i>NCCCS Critical Success Factor B</i></p>	<p>-Physical Therapy Assist. -Nuclear Medicine Tech. -Cosmetology Apprentice -EMT-Basic <i>Exceptional Institutional Performance:</i> All programs will achieve a minimum 70% passing rate.</p> <p>-Cosmetology -Radiography -Nursing -Paramedic</p>	<p>85% Total first-time test taker success</p> <p>Assessment Achieved NCCCS Critical Success Factor B MET</p> <p>Exceptional Status All programs 70% or higher NOT MET</p>																																																							
<p>5. CCCTI students enrolled in the college transfer program will transfer to UNC institutions.</p>	<p>The transfer rate to UNC institutions for CCCTI students enrolled in the college transfer program will match the NCCCS peer group. Source: UNC transfer reports Transfers to private institutions make no statistical difference in the transfer rate.</p>	<p>NCCCS transfer rate: 47.4% (n=4947) CCC&TI transfer rate: 48.7% (n=113)</p> <p>Assessment Achieved Standard MET</p>	<p>Carry forward</p>																																																						
<p>6. Graduates of Curriculum programs will indicate a growth in knowledge, skills, and personal development while at CCCTI.</p>	<p>90% of respondents will agree with each of the following items on the Survey of Curriculum Graduates. CCCTI contributed to my knowledge, skills, and personal development in the following areas: a. acquiring a broad general education b. acquiring job or work-related knowledge and skills c. writing clearly and effectively d. speaking clearly and effectively e. thinking critically and analytically f. solving numerical problems g. using computing and information technology h. understanding people of other racial and ethnic backgrounds i. understanding cultures in other parts of the world</p>	<table border="1"> <thead> <tr> <th colspan="4">2010 Curriculum Graduate Survey</th> </tr> <tr> <th rowspan="2"></th> <th rowspan="2">Average Response</th> <th colspan="2">Positive Response</th> </tr> <tr> <th>%</th> <th>#</th> </tr> </thead> <tbody> <tr> <td>a</td> <td>4.4</td> <td>90.8%</td> <td>217</td> </tr> <tr> <td>b</td> <td>4.3</td> <td>85.6%</td> <td>208</td> </tr> <tr> <td>c</td> <td>4.3</td> <td>87.3%</td> <td>206</td> </tr> <tr> <td>d</td> <td>4.3</td> <td>85.1%</td> <td>206</td> </tr> <tr> <td>e</td> <td>4.4</td> <td>91.8%</td> <td>225</td> </tr> <tr> <td>f</td> <td>4.2</td> <td>85.0%</td> <td>199</td> </tr> <tr> <td>g</td> <td>4.4</td> <td>90.4%</td> <td>216</td> </tr> <tr> <td>h</td> <td>4.0</td> <td>72.4%</td> <td>168</td> </tr> <tr> <td>i</td> <td>4.0</td> <td>72.7%</td> <td>168</td> </tr> <tr> <td colspan="4">Aggregate</td> </tr> <tr> <td></td> <td>4.3</td> <td>84.6%</td> <td>1813</td> </tr> </tbody> </table> <p>Assessment Not Achieved Standard NOT MET</p>	2010 Curriculum Graduate Survey					Average Response	Positive Response		%	#	a	4.4	90.8%	217	b	4.3	85.6%	208	c	4.3	87.3%	206	d	4.3	85.1%	206	e	4.4	91.8%	225	f	4.2	85.0%	199	g	4.4	90.4%	216	h	4.0	72.4%	168	i	4.0	72.7%	168	Aggregate					4.3	84.6%	1813	<p>Recommend each curriculum program POA will reflect actions identified to address h and i. Recommend the same for student support services.</p> <p>Carry forward</p>
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<p>7. Graduates will demonstrate communication skills that include the abilities to read, comprehend, and analyze information; and to express ideas effectively through written and oral communications. (GenEd competency 1)</p>	<p>Assessment results from the General Education Assessment Plan will indicate success.</p>	<p>General Education Competency 1 indicates success.</p> <p>Assessment Achieved Standard MET</p>	<p>Carry forward</p>																																																						
<p>8. Graduates will recognize and articulate an understanding of</p>	<p>Assessment results from the General Education Assessment Plan will indicate success.</p>	<p>General Education Competency 2 indicates success.</p>	<p>Carry forward</p>																																																						

global perspectives and cultural diversity. (GenEd competency 2)		Assessment Achieved Standard MET															
9. Graduates will demonstrate information technology skills including accessing and evaluating information, as well as communicating using technology. (GenEd competency 3)	Assessment results from the General Education Assessment Plan will indicate success.	Data not available at time of publication.	Carry forward														
10. Graduates will apply critical thinking strategies to think logically and solve problems using analysis, synthesis, and evaluation. (GenEd competency 4)	Assessment results from the General Education Assessment Plan will indicate success.	General Education Competency 4 indicates success. Assessment Achieved Standard MET	Carry forward														
11. Graduates will apply the computational skills necessary to become sufficiently numerate to function as a member of society. (GenEd competency 5)	Assessment results from the General Education Assessment Plan will indicate success.	General Education Competency 5 indicates the plan was not successful. Assessment Achieved Standard NOT MET	Use of results detailed in the 2010-2011 General Education Assessment Report. See the 2010-2011 General Education Assessment Report for strategies for improvement. Carry forward														
12. Curriculum graduates are satisfied with the preparation CCCTI provided for their chosen career.	90% of respondents who are employed in their field of study will agree with the following statement on the Survey of Curriculum Graduates. a. CCCTI prepared me well for this job.	<table border="1"> <thead> <tr> <th colspan="4">2010 Curriculum Graduate Survey</th> </tr> <tr> <th rowspan="2"></th> <th rowspan="2">Average Response</th> <th colspan="2">Positive Response</th> </tr> <tr> <th>%</th> <th>#</th> </tr> </thead> <tbody> <tr> <td>a. CCCTI prepared me well for this job.</td> <td>4.7</td> <td>100%</td> <td>24</td> </tr> </tbody> </table> Assessment Achieved Standard MET	2010 Curriculum Graduate Survey					Average Response	Positive Response		%	#	a. CCCTI prepared me well for this job.	4.7	100%	24	Carry forward
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Goal 1: To advance educational excellence

Strategic Directive 1.2: To establish a culture that promotes excellence in teaching and learning

<i>Method of Assessment</i>	<i>Criteria for Success</i>	<i>Results of Assessment</i>	<i>Use of Results</i>
1. Students enrolled in curriculum programs will create quality writing.	80% of writing samples will score a three or higher when evaluated using the QEP holistic rubric. Source: QEP report	84% scored 3, 4, or 5 (147 samples) Assessment Achieved Standard MET	Carry forward
2. Students will be successful in distance learning courses.	The aggregate course completion rates (% of students earning grades A, B, or C) for distance learning courses and for hybrid courses will be comparable to seated courses as measured by t-test. - 2010 Fall and 2011 Spring classes only - n = total count of student grades	79% Online (n=4001) to 82% Seated (n=5735) 84% Hybrid (n=3579) to 85% Seated (n=3487) 86% Videoconference (n=393) to 91% Seated (n=420) 87% Videoconference Hybrid (n=657) to 77% Seated (n=145) <u>Aggregate:</u> 82% Distance Learning (n=8630) 87% Seated (n=15,696) Assessment Achieved	T-test not beneficial to data analysis. Remove t-test requirement in future assessment. Carry forward with changes

		Standard MET																									
Goal 2: To provide comprehensive and effective services to students																											
Strategic Directive 2.1: To develop and deliver programs that anticipate and respond to student needs																											
Method of Assessment	Criteria for Success	Results of Assessment	Use of Results																								
<p>1. CCCTI provides high-quality programs and services. <i>NCCCS Critical Success Factor F</i></p>	<p>90% of respondents (aggregated) will respond <i>Satisfied</i> or <i>Very Satisfied</i> to the following items on the Survey of Curriculum Graduates and the Survey of Students Not Returning to CCC&TI.</p> <ul style="list-style-type: none"> a. Quality of instruction in program area courses b. Quality of instruction in other courses c. Overall quality of the academic program d. Overall quality of the college* <p><i>Survey return rate requirements: Graduate (50% or statistically-valid sample size); Survey of Students Not Returning to CCC&TI (10%)</i></p> <p><i>*For 2010-2011, NCCCS used responses to d. only when determining response rate.</i></p>	<p>97% Graduates 88% Non-completers</p> <p>Aggregate: 95% Total satisfaction with programs and services</p> <p style="text-align: right;">Assessment Achieved NCCCS Critical Success Factor F MET</p>	<p>Beginning with this year's data, NCCCS will only utilize "Overall quality" responses. Question should be changed to reflect this.</p> <p>Carry forward with changes</p>																								
<p>2. CCCTI ensures access to educational programs for students of minority race/ethnicity.</p>	<p>Enrollment records for Curriculum, Corporate and Continuing Education, and Basic Skills will indicate that students of minority race/ethnicity are enrolled at rates that match service area demographics.</p>	<table border="1"> <thead> <tr> <th colspan="3">CCCTI Student Body Ethnic and Race Diversity</th> </tr> <tr> <th>Identified Ethnicity/Race</th> <th>Service Area</th> <th>CCC&TI</th> </tr> </thead> <tbody> <tr> <td>American Indian/ Alaskan</td> <td>0.3%</td> <td>0.8%</td> </tr> <tr> <td>Asian/ Pacific Islander</td> <td>0.6%</td> <td>1.1%</td> </tr> <tr> <td>Black, Non-Hispanic</td> <td>4.2%</td> <td>5.7%</td> </tr> <tr> <td>Hispanic</td> <td>3.6%</td> <td>3.6%</td> </tr> <tr> <td>Unknown/ Multiple</td> <td>0.9%</td> <td>2.5%</td> </tr> <tr> <td>White, Non-Hispanic</td> <td>90.5%</td> <td>85.9%</td> </tr> </tbody> </table> <p style="text-align: right;">Assessment Achieved Standard MET</p>	CCCTI Student Body Ethnic and Race Diversity			Identified Ethnicity/Race	Service Area	CCC&TI	American Indian/ Alaskan	0.3%	0.8%	Asian/ Pacific Islander	0.6%	1.1%	Black, Non-Hispanic	4.2%	5.7%	Hispanic	3.6%	3.6%	Unknown/ Multiple	0.9%	2.5%	White, Non-Hispanic	90.5%	85.9%	<p>Carry forward</p> <p>Recommend adding a method of assessment (2.1.3) similar to 3.1.3, measuring events offered to students that foster cultural engagement. Data can be collected and maintained by the Global Diversity Committee.</p>
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<p>1. CCCTI students who transfer into the University of North Carolina system and to North Carolina private postsecondary institutions will be successful. <i>NCCCS Critical Success Factor C</i></p>	<p>83% of college transfer students will earn a GPA of 2.0 or higher after two semesters.</p> <p><i>Exceptional Institutional Performance:</i> The percentage of transfer students earning a GPA of 2.0 or higher after two semesters equals or exceeds the performance of native UNC students.</p> <p><i>College transfer degree completers who transfer within one year are</i></p>	<p>89% 24-hours or more 95% Graduates 91% earned a GPA of 2.0 or higher</p> <p style="text-align: right;">Assessment Achieved NCCCS Critical Success Factor C MET</p>	<p>Carry forward</p>																								

	<i>compared to juniors native to the institution. Students who transfer out of CCCTI with 24 or more hours but do not graduate are compared to sophomores native to the institution.</i>	90% of native juniors achieved the standard Exceptional Status Graduates exceeded native juniors MET	
2. Students enrolled in Basic Skills courses will show progress/ advancement through the literacy program. <i>NCCCS Critical Success Factor A</i>	An aggregate of 75% of students enrolled in Basic Skills courses will : a. progress within a level of literacy, b. complete a level entered or a predetermined goal, or c. complete the level entered and advance to a higher level as reported through the LEIS.	35% progress within a level of literacy, 15% complete a level entered or a predetermined goal, or 26% complete the level entered, advance to a <u>higher level</u> 78% success rate Assessment Achieved NCCCS Critical Success Factor A MET	Carry forward
3. Students of racial/ethnic minorities will be successful in curriculum programs.	Students of racial/ethnic minorities will be retained at rates comparable to the NCCCS peer group.	Assessment Not Completed NCCCS Peer Group minority retention rates not comparable – reported CCCTI retention rates below. 51.6% minority retention (n=298) <u>54.4% majority retention (n=2061)</u> 54.0% total retention (n=2359)	NCCCS Peer group comparison not an accurate reflection of success in minority retention. Change assessment to compare minority and majority retention rates within the institution. Carry forward with changes
4. Graduates of curriculum programs will accomplish their educational goals while attending CCCTI. <i>NCCCS Factor III, Measure H (not a Critical Success Factor)</i>	95% of graduates will indicate they have met their goal for attending CCCTI as reported on the Survey of Curriculum Graduates.	99.3% met their goal Assessment Achieved NCCCS Factor III, Measure H MET	Carry forward

<p>5. CCCTI students enrolled in curriculum programs will engage in meaningful educational practices.</p>	<p>CCCTI scores for the following CCSSE Benchmarks will exceed the average score of the national peer group members (other medium colleges*) who participate in the CCSSE.</p> <ol style="list-style-type: none"> Active and Collaborative Learning Student Effort Academic Challenge Student-Faculty Interaction, and Support for Learners <p><i>Collected in alternate years.</i></p> <p>*CCCTI now compared to Medium Colleges due to enrollment growth. **Benchmark scores for CCCTI are similar to the 2009 CCSSE, however, most score differences have increased.</p> <table border="1" data-bbox="468 609 968 776"> <thead> <tr> <th></th> <th>2011 Differences</th> <th>2009 Differences</th> </tr> </thead> <tbody> <tr> <td>Active/Coll. Learning</td> <td>4.5</td> <td>4.1</td> </tr> <tr> <td>Student Effort</td> <td>5.9</td> <td>3.7</td> </tr> <tr> <td>Academic Challenge</td> <td>2.0</td> <td>2.5</td> </tr> <tr> <td>Student-Faculty Inter.</td> <td>7.6</td> <td>2.3</td> </tr> <tr> <td>Support for Learners</td> <td>0.7</td> <td>-0.1</td> </tr> </tbody> </table>		2011 Differences	2009 Differences	Active/Coll. Learning	4.5	4.1	Student Effort	5.9	3.7	Academic Challenge	2.0	2.5	Student-Faculty Inter.	7.6	2.3	Support for Learners	0.7	-0.1	<table border="1" data-bbox="1186 180 1680 711"> <thead> <tr> <th>Benchmark</th> <th>CCC & TI</th> <th></th> <th>Medium Colleges</th> <th>CCSSE Cohort</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Active/ Collabrtv Learning</td> <td rowspan="2">54.3</td> <td>Benchmark Score</td> <td>49.9</td> <td>50</td> </tr> <tr> <td>Score Difference</td> <td>4.5</td> <td>4.3</td> </tr> <tr> <td rowspan="2">Student Effort</td> <td rowspan="2">56.1</td> <td>Benchmark Score</td> <td>50.2</td> <td>50</td> </tr> <tr> <td>Score Difference</td> <td>5.9</td> <td>6.1</td> </tr> <tr> <td rowspan="2">Academic Challenge</td> <td rowspan="2">51.9</td> <td>Benchmark Score</td> <td>49.9</td> <td>50</td> </tr> <tr> <td>Score Difference</td> <td>2.0</td> <td>1.9</td> </tr> <tr> <td rowspan="2">Student-Faculty Interaction</td> <td rowspan="2">57.7</td> <td>Benchmark Score</td> <td>50.1</td> <td>50</td> </tr> <tr> <td>Score Difference</td> <td>7.6</td> <td>7.7</td> </tr> <tr> <td rowspan="2">Support for Learners</td> <td rowspan="2">50.8</td> <td>Benchmark Score</td> <td>50.0</td> <td>50</td> </tr> <tr> <td>Score Difference</td> <td>0.7</td> <td>0.8</td> </tr> </tbody> </table> <p style="text-align: right;">Assessment Achieved Standard MET</p>	Benchmark	CCC & TI		Medium Colleges	CCSSE Cohort	Active/ Collabrtv Learning	54.3	Benchmark Score	49.9	50	Score Difference	4.5	4.3	Student Effort	56.1	Benchmark Score	50.2	50	Score Difference	5.9	6.1	Academic Challenge	51.9	Benchmark Score	49.9	50	Score Difference	2.0	1.9	Student-Faculty Interaction	57.7	Benchmark Score	50.1	50	Score Difference	7.6	7.7	Support for Learners	50.8	Benchmark Score	50.0	50	Score Difference	0.7	0.8	<p>Carry forward</p>
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<p>6. CCCTI students will successfully complete their programs of study and graduate from the college.</p>	<p>CCCTI cohort graduation rates will exceed the cohort graduation rates of the national peer group.</p> <p>Source: 2010 IPEDS Data Feedback Report</p>	<p>24% CCC&TI 16% National Peer Group</p> <p>**Peer Group has been adjusted to better match CCC&TI's factors</p> <p style="text-align: right;">Assessment Achieved Standard MET</p>	<p>Carry forward</p>																																																															
<p>7. CCCTI associate degree graduates who transfer into the University of North Carolina system will be retained.</p>	<p>80% of CCCTI associate degree graduates who transfer into the UNC system will be retained following the first year of enrollment in the UNC system.</p>	<p>87% CCC&TI graduates were retained (UNC 95%)</p> <p style="text-align: right;">Assessment Achieved Standard MET</p>	<p>Carry forward</p>																																																															
<p>8. CCCTI associate degree graduates who transfer into the University of North Carolina system will earn a Bachelor's degree.</p>	<p>60% of CCCTI associate degree graduates who transfer into the UNC system will have graduated after year 4 of enrollment in the UNC system.</p>	<p>75% CCC&TI graduates graduated (UNC 87%)</p> <p style="text-align: right;">Assessment Achieved Standard MET</p>	<p>Carry forward</p>																																																															
<p>9. CCCTI students completing Continuing Education courses will successfully earn externally-granted credentials within the time-frame established by the credentialing agency.</p>	<p>An aggregate of 80% of completers from the following program cohorts who take certification, licensure, exiting, and other state and nationally-normed exams will have earned credentials by the end of the 2010 calendar year.</p> <ul style="list-style-type: none"> EMT Basic (completers CY2009) Nurse Aide I (completers CY2008) 	<ul style="list-style-type: none"> EMT Basic (completers CY2009) % (n=) Nurse Aide I (completers CY2008) % written (n=) % skills (n=) Manicurist (completers CY2008) 	<p>Source of data needs to accompany results.</p> <p>Eliminate assessment</p>																																																															

	<ul style="list-style-type: none"> • Manicurist (completers CY2008) • Massage Therapy (completers CY2008) • Paramedic (completers CY2009) <p>Source: Program directors</p>	<p>% passage (n=)</p> <ul style="list-style-type: none"> • Massage Therapy (completers CY2008) <p>% passage (n=)</p> <ul style="list-style-type: none"> • Paramedic (completers CY2009) <p>% (n=)</p> <p>The aggregate is %</p> <p style="text-align: right;">Data not available at time of publication.</p>	
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Goal 3: To engage and respond effectively to business and the community

Strategic Directive 3.1: To develop and deliver programs that anticipate and respond to community needs

<i>Method of Assessment</i>	<i>Criteria for Success</i>	<i>Results of Assessment</i>	<i>Use of Results</i>
<p>1. Business and industry clients will be satisfied with customized training.</p> <p><i>NCCCS Critical Success Factor H</i></p>	<p>90% of business and industry clients will rate Customized Training and Small Business Center Training as <i>Very Good</i> or <i>Excellent</i>.</p>	<p>91% rated Training as Very Good or Excellent</p> <p style="text-align: right;">Assessment Achieved NCCCS Critical Success Factor H MET</p>	<p>Carry forward</p>
<p>2. Employers of CCCTI graduates and program completers will be satisfied with the preparation of these graduates.</p> <p><i>Workforce Development Measure E</i> (not a Critical Success Factor)</p>	<p>85% of respondents to the Graduate Employer Survey will indicate either "Satisfied" or "Very Satisfied" to the following item.</p> <p>Check the response that most closely reflects your overall opinion of CCC&TI graduates employed by your organization</p> <p>a. Overall job preparation</p>	<p>100% were Satisfied or Very Satisfied</p> <p style="text-align: right;">Assessment Achieved Workforce Development Measure E MET</p>	<p>Carry forward</p>
<p>3. CCCTI sponsors events for the community that foster cultural engagement.</p>	<p>Ticket purchases for <i>Showcase of Stars</i> events will increase by 5% over the previous year's purchases.</p>	<p>Data not available at time of publication.</p>	<p>Carry forward</p>
<p>4. CCCTI sponsors events for the community that foster educational engagement.</p>	<p>Events will be offered college wide.</p>	<p style="text-align: right;">Assessment Not Completed Data for this assessment not gathered.</p>	<p>Suggest that 3.1.3 and 3.1.4 be combined as the two overlap.</p>

Goal 4: To enhance the infrastructure to support the college mission

Strategic Directive 4.1: To strengthen college operations and services

<i>Method of Assessment</i>	<i>Criteria for Success</i>	<i>Results of Assessment</i>	<i>Use of Results</i>
<p>1. CCCTI networking infrastructure and computing hardware will be sufficient to meet institutional needs.</p>	<p>85% of critical infrastructure equipment will be under manufacturer warranty protection.</p> <p>Source: VP of TISS</p>	<p>80% of critical infrastructure equipment is under manufacturer warranty protection</p> <p style="text-align: right;">Assessment Not Achieved Standard NOT MET</p>	<p>It has been found the warranty protection cost is more expensive than the value of our older infrastructure equipment. When buying new, we purchase the SmartNet protection with the device. Once it runs out, continuing it is more expensive than purchasing a new piece of equipment. Remove assessment.</p>

<p>2. CCCTI networking infrastructure and computing hardware will be sufficient to meet institutional needs.</p>	<p>90% of instructional computers in the hardware rotation schedule will be less than five years old.</p> <p>Source: VP of TISS</p>	<p>98% of instructional computers in the hardware rotation schedule are less than 5 years old</p> <p style="text-align: right;">Assessment Achieved Standard MET</p>	<p>Carry forward</p>																																				
<p>3. Computer support will provide rapid, high-quality customer service.</p>	<p>80% of work orders will be resolved within 2 business days.</p> <p>Source: VP of TISS</p>	<p>90% of work orders were resolved within 2 business days</p> <p style="text-align: right;">Assessment Achieved Standard MET</p>	<p>Carry forward</p>																																				
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Goal 4: To enhance the infrastructure to support the college mission					
Strategic Directive 4.2: To increase institutional effectiveness					
<i>Method of Assessment</i>	<i>Criteria for Success</i>	<i>Results of Assessment</i>			<i>Use of Results</i>
1. CCCTI effectiveness will be validated by external agencies.	The financial audit report will indicate that financial statements accurately reflect the financial position of CCCTI and that sufficient internal controls are in place to ensure satisfactory performance.	In compliance Assessment Achieved Standard MET			Carry forward
	The program audit report will indicate no exceptions to Institution Class Reports, programs, policies, and procedures reviewed.	In compliance Assessment Achieved Standard MET			Carry forward
	The equipment audit report will indicate that CCCTI maintains adequate control of inventory.	In compliance Assessment Achieved Standard MET			Carry forward
2. CCCTI instructional programs will be validated by external agencies.	Annual reports will indicate that instructional programs are successful in application for reaccreditation, recertification, or licensure and/or are recognized for innovation or excellence.	All programs accredited. Assessment Achieved Standard MET			Carry forward
3. CCCTI programs' effectiveness will be validated through internal review.	All programs scheduled for program review will successfully complete the program review process.	10 program reviews were completed 2 program reviews carried forward due to administrative issues. Assessment Achieved Standard MET			Carry forward

Proving Institutional Effectiveness
Institutional Assessment Plan for 2011-2012
Caldwell Community College and Technical Institute

Goal 1: To advance educational excellence	
Strategic Directive 1.1: To enhance student learning	
<i>Method of Assessment</i>	<i>Criteria for Success</i>
8. Curriculum students will graduate, transfer to a senior institution, or be retained to the following fall. <i>NCCCS Critical Success Factor G</i>	65% of each NCCCS-defined fall semester curriculum cohort will graduate, transfer to a senior institution, or be retained to the following fall. The cohort will be defined each fall based upon number of students enrolled in degree granting (certificate, diploma, or degree) curriculum programs. The cohort will be tracked from fall to fall to determine those who have graduated and those who have continued to be enrolled. Note: Include reporting students who transfer without completing a degree.
9. Students enrolled in developmental math, reading or English courses will succeed in these courses. <i>NCCCS Critical Success Factor D</i>	75% of students who complete a developmental course will earn a grade A, B, or C. Grades of Incomplete and Withdrawal are excluded from the tracking population; the CS grade is considered not successful.
10. Students previously enrolled in developmental math or English courses will succeed in subsequent credit-bearing curriculum courses. <i>NCCCS Critical Success Factor E</i>	80% of students previously enrolled in developmental courses will earn a grade A, B, C, or D in credit-bearing curriculum courses of the same subject as the developmental course. Grades of Incomplete and Withdrawal are excluded from the tracking population. Assessment tracks performance by students in ENG 111 and/or in first college-level math course.
11. First-time test takers will succeed on the certification, licensure, exiting and other state and nationally-normed exams. <i>NCCCS Critical Success Factor B</i>	An aggregate of 80% of students from the following programs who take certification, licensure, exiting and other state and nationally-normed exams will pass in the first attempt at taking the exam. <ul style="list-style-type: none"> -Basic Law Enforcement Train. -Physical Therapy Assist. -Nuclear Medicine Tech. -Cosmetology Apprentice -EMT-Basic -Manicurist -Cosmetology -Radiography -Nursing -Paramedic <i>Exceptional Institutional Performance:</i> All programs will achieve a minimum 70% passing rate.

<p>12. CCCTI students enrolled in the college transfer program will transfer to UNC institutions.</p>	<p>The transfer rate to UNC institutions for CCCTI students enrolled in the college transfer program will match the NCCCS peer group. Source: UNC transfer reports Transfers to private institutions make no statistical difference in the transfer rate.</p>
<p>13. Graduates of Curriculum programs will indicate a growth in knowledge, skills, and personal development while at CCCTI.</p>	<p>90% of respondents will agree with each of the following items on the curriculum Graduate Survey. CCCTI contributed to my knowledge, skills, and personal development in the following areas: j. acquiring a broad general education k. acquiring job or work-related knowledge and skills l. writing clearly and effectively m. speaking clearly and effectively n. thinking critically and analytically o. solving numerical problems p. using computing and information technology q. understanding people of other racial and ethnic backgrounds r. understanding cultures in other parts of the world</p>
<p>14. Graduates will demonstrate communication skills that include the abilities to read, comprehend, and analyze information; and to express ideas effectively through written and oral communications. (GenEd competency 1)</p>	<p>Assessment results from the General Education Assessment Plan will indicate success.</p>
<p>8. Graduates will recognize and articulate an understanding of global perspectives and cultural diversity. (GenEd competency 2)</p>	<p>Assessment results from the General Education Assessment Plan will indicate success.</p>
<p>9. Graduates will demonstrate information technology skills including accessing and evaluating information, as well as communicating using technology. (GenEd competency 3)</p>	<p>Assessment results from the General Education Assessment Plan will indicate success.</p>
<p>10. Graduates will apply critical thinking strategies to think logically and solve problems using analysis, synthesis, and evaluation. (GenEd competency 4)</p>	<p>Assessment results from the General Education Assessment Plan will indicate success.</p>
<p>11. Graduates will apply the computational skills necessary to become sufficiently numerate to function as a member of society. (GenEd competency 5)</p>	<p>Assessment results from the General Education Assessment Plan will indicate success.</p>
<p>12. Students will participate in activities that foster cultural and educational engagement.</p>	<p>The institution, through class assignments, student activities, and campus events, will provide cultural learning experiences for students as evidence by documentation of effort.</p>

<p>13. Curriculum graduates are satisfied with the preparation CCCTI provided for their chosen career.</p>	<p>90% of respondents who are employed in their field of study will agree with the following statement on the curriculum Graduate Survey. b. CCCTI prepared me well for this job.</p>
<p>Goal 1: To advance educational excellence</p>	
<p>Strategic Directive 1.2: To establish a culture that promotes excellence in teaching and learning</p>	
<p><i>Method of Assessment</i></p>	<p><i>Criteria for Success</i></p>
<p>1. Students enrolled in curriculum programs will create quality writing.</p>	<p>80% of writing samples will score a three or higher when evaluated using the QEP holistic rubric. Source: QEP report</p>
<p>3. Students will be successful in distance learning courses.</p>	<p>The aggregate success rate (% of students earning grades A, B, or C) for distance learning courses (online, hybrid, videoconference, and videoconference hybrid) will be comparable to similar seated courses. All grades earned after census are included in the tracking population, including incompletes and withdrawals. - 2011 Fall and 2012 Spring (2012 Summer classes not included)</p>
<p>Goal 2: To provide comprehensive and effective services to students</p>	
<p>Strategic Directive 2.1: To develop and deliver programs that anticipate and respond to student needs</p>	
<p><i>Method of Assessment</i></p>	<p><i>Criteria for Success</i></p>
<p>2. CCCTI provides high-quality programs and services. NCCCS Critical Success Factor F</p>	<p>90% of respondents (aggregated) will respond <i>Satisfied</i> or <i>Very Satisfied</i> to the following items on the curriculum Graduate Survey and the Survey of Students Not Returning to CCC&TI. e. Quality of instruction in program area courses f. Quality of instruction in other courses g. Overall quality of the academic program h. Overall quality of the college* <i>Survey return rate requirements: Graduate (50% or statistically-valid sample size); Survey of Students Not Returning to CCC&TI (10%)</i> *As of 2010-2011, NCCCS uses responses to d. only when determining positive response rate.</p>
<p>3. Students of racial/ethnic minorities will be successful in curriculum programs.</p>	<p>Students of racial/ethnic minorities will be retained at rates comparable to the majority population.</p>
<p>4. CCCTI support programs and services will meet new student expectations.*</p>	<p>80% of new curriculum students* (aggregated) will respond positively to the following items on the Admission and Orientation Survey, Student Evaluation of Advising, and Student Evaluation of Registration. a. I am satisfied with the Admissions process at CCC&TI</p>

<p>* New assessment; to be monitored in 2011-2012 and added as a full measure in 2012-2013</p>	<p>b. Your level of satisfaction with the overall orientation session c. No general advising satisfaction question; available 2012-2013 d. No general registration satisfaction question; available 2012-2013</p> <p><i>*New students for the advising and registration surveys are those respondents who indicate they are new to CCCTI. Positive responses are Satisfied and Very Satisfied or Agree and Strongly Agree.</i></p>
<p>5. Distance learning support services will meet new student expectations.*</p> <p>*New assessment</p>	<p>80% of students indicating they are taking a distance learning course for the first time (aggregated) will respond <i>Satisfied</i> or <i>Very Satisfied</i> to the following items from the distance learning Student Evaluation of Instruction.</p> <p>a. The Orientation was beneficial in preparing me for this course</p>
<p>Goal 2: To provide comprehensive and effective services to students</p>	
<p>Strategic Directive 2.2: To promote student success</p>	
<p><i>Method of Assessment</i></p>	<p><i>Criteria for Success</i></p>
<p>10. CCCTI students who transfer into the University of North Carolina system and to North Carolina private postsecondary institutions will be successful. <i>NCCCS Critical Success Factor C</i></p>	<p>83% of college transfer students will earn a GPA of 2.0 or higher after two semesters.</p> <p><i>Exceptional Institutional Performance:</i> The percentage of transfer students earning a GPA of 2.0 or higher after two semesters equals or exceeds the performance of native UNC students.</p> <p><i>College transfer degree completers who transfer within one year are compared to juniors native to the institution. Students who transfer out of CCCTI with 24 or more hours but do not graduate are compared to sophomores native to the institution.</i></p>
<p>11. Students enrolled in Basic Skills courses will show progress/ advancement through the literacy program. <i>NCCCS Critical Success Factor A</i></p>	<p>An aggregate of 75% of students enrolled in Basic Skills courses will :</p> <p>d. progress within a level of literacy, e. complete a level entered or a predetermined goal, or f. complete the level entered and advance to a higher level as reported through the LEIS.</p>
<p>12. Graduates of curriculum programs will accomplish their educational goals while attending CCCTI. <i>NCCCS Factor III, Measure H (not a Critical Success Factor)</i></p>	<p>95% of graduates will indicate they have met their goal for attending CCCTI as reported on the curriculum Graduate Survey.</p>
<p>13. CCCTI students enrolled in curriculum programs will engage in meaningful educational practices.</p>	<p>CCCTI scores for the following CCSSE Benchmarks will exceed the average score of the national peer group members (other medium colleges*) who participate in the CCSSE.</p> <p>f. Active and Collaborative Learning g. Student Effort h. Academic Challenge</p>

	<p>i. Student-Faculty Interaction, and j. Support for Learners</p> <p><i>Collected in alternate years.</i></p>
14. CCCTI students will successfully complete their programs of study and graduate from the college.	<p>CCCTI cohort normal time (150%) graduation rates will exceed the cohort normal time graduation rates of the national peer group.</p> <p>Source: 2010 IPEDS Data Feedback Report</p>
15. CCCTI associate degree graduates who transfer into the University of North Carolina system will be retained.	80% of CCCTI associate degree graduates who transfer into the UNC system will be retained following the first year of enrollment in the UNC system.
16. CCCTI associate degree graduates who transfer into the University of North Carolina system will earn a Bachelor's degree.	60% of CCCTI associate degree graduates who transfer into the UNC system will have graduated after year 4 of enrollment in the UNC system.
Goal 3: To engage and respond effectively to business and the community	
Strategic Directive 3.1: To develop and deliver programs that anticipate and respond to community needs	
<i>Method of Assessment</i>	<i>Criteria for Success</i>
3. Business and industry clients will be satisfied with customized training. <i>NCCCS Critical Success Factor H</i>	90% of business and industry clients will rate Customized Training and Small Business Center Training as <i>Very Good</i> or <i>Excellent</i> .
4. CCCTI sponsors events for the community that fosters cultural and educational engagement.* * <i>Assessing for benchmark.</i>	The institution, through campus activities and events, will provide cultural and educational experiences for the community as evidence by documentation of effort.
Goal 4: To enhance the infrastructure to support the college mission	
Strategic Directive 4.1: To strengthen college operations and services	
<i>Method of Assessment</i>	<i>Criteria for Success</i>
1. CCCTI networking infrastructure and computing hardware will be sufficient to meet institutional needs.	90% of instructional computers in the hardware rotation schedule will be less than five years old. Source: VP of TISS
7. Computer support will provide rapid, high-quality customer service.	80% of work orders will be resolved within 2 business days. Source: VP of TISS
8. CCCTI facilities will provide an environment that is conducive to learning and work.	80% of curriculum students will respond <i>Satisfied</i> or <i>Very Satisfied</i> to each of the following items on the Student Satisfaction Survey. College security services are adequate to meet my needs.

	<p>The buildings are clean. The buildings are well maintained. The grounds are well maintained.</p> <p>80% of faculty and staff will respond <i>Satisfied</i> or <i>Very Satisfied</i> to each of the following items on the Support Services Survey. Facilities provide an environment that is conducive to learning.</p>
9. The services of the Business Office will meet the expectation of students and faculty/staff.	<p>80% of curriculum students will respond <i>Satisfied</i> or <i>Very Satisfied</i> to each of the following items on the Student Satisfaction Survey. Rate your satisfaction with: Business Office services (payment of tuition/pick up checks.)</p> <p>80% of faculty and staff will respond <i>Satisfied</i> or <i>Very Satisfied</i> to each of the following items on the Support Services Survey. I am satisfied with Business Office services.</p>
10. The services of the Bookstore will meet the expectations of students and faculty/staff.	<p>80% of curriculum students will respond <i>Satisfied</i> or <i>Very Satisfied</i> to each of the following items on the Student Satisfaction Survey. Rate your satisfaction with: Bookstore services.</p> <p>80% of faculty and staff will respond <i>Satisfied</i> or <i>Very Satisfied</i> to each of the following items on the Support Services Survey. I am satisfied with Bookstore Services.</p>
Goal 4: To enhance the infrastructure to support the college mission	
Strategic Directive 4.2: To increase institutional effectiveness	
<i>Method of Assessment</i>	<i>Criteria for Success</i>
1. CCCTI effectiveness will be validated by external agencies.	The financial audit report will indicate that financial statements accurately reflect the financial position of CCCTI and that sufficient internal controls are in place to ensure satisfactory performance.
	The program audit report will indicate no exceptions to Institution Class Reports, programs, policies, and procedures reviewed.
	The equipment audit report will indicate that CCCTI maintains adequate control of inventory.
2. CCCTI instructional programs will be validated by external agencies.	Annual reports will indicate that instructional programs are successful in application for reaccreditation, recertification, or licensure and/or are recognized for innovation or excellence.
3. CCCTI programs' effectiveness will be validated through internal review.	All programs scheduled for program review will successfully complete the program review process.

Program Review

Program review at CCC&TI is completed for instructional and support programs on a rotating five year cycle, with all programs reviewed within five years and each program reviewed every five years. The purpose of program review is to give directors an opportunity to look at a snapshot of data, receive feedback from various members of the institution on program progress, and make plans for program improvement over the next five years. The review consists of a report completed by the program director, with the assistance of program faculty and staff, supporting documentation and credentials check, an assessment review, and meetings with the program review committee, the administrative committee, and the college planning council. The description of the program review process outlined in this IEP reflects the final changes effective for 2012-2013 programs in review and complies with all mandated requirements.

23 NCAC 02E23 NCAC 02E .0205 PROGRAM REVIEW

(a) Each college shall monitor the quality and viability of all its programs and services. Each curriculum program, each program area within continuing education, including Basic Skills, occupational extension, and community service, and each service area shall be reviewed at least every five years to determine program strengths and weaknesses and to identify areas for program improvement. The program review process shall be consistent with the requirements of the regional accrediting agency.

Program Review Report

Program directors are required to complete a six section report including a description of the program, accreditation (if applicable), administration of the program, curriculum and instruction or activities of the program, program involvement in institutional effectiveness, resources, and conclusions. Supporting documentation includes the most recent two years of assessment plans and reports, plans of action and reports, a credentials check for current faculty and staff, sample syllabi, the last complete program review, and any accreditation self-study or other documentation (if applicable). Documentation should be used to support any narrative supplied in the report. The office of institutional effectiveness and research completes an audit of necessary materials and works with the program director to complete the review.

Assessment Review

In addition to the program review report, the program director meets with the director of institutional effectiveness and research to complete a full assessment review of the past five years. Together, curriculum mapping (for instructional programs), an assessment matrix, and an audit of five years of assessment will be completed to show areas of progress and where improvements can be made. With assistance from the director of institutional effectiveness and research, the program director will revise the current outcomes table and develop possible assessment measures for the next five years. The directors will also discuss planning and suggestions for program improvement.

Program Review Committee

Program review committee members are program directors, coordinators, or department chairs and serve for two years. The membership of the program review committee is as follows: college transfer and technical programs (4 members), adult, corporate and continuing education (2 members), student services (2 members), technology and instructional support services (1 member), facilities services or finance and business services (1 member, in alternate years), and director of the office of institutional effectiveness and research (ex officio). Resource personnel shall be consulted as necessary. The program

review committee provides informal support to program directors participating in review, reads the final review, meets with the director to discuss program comments and concerns, and makes recommendations and suggestions to the director and the administrative committee.

The purpose of the program review committee is to serve as a peer-review committee and provide comments and suggestions to the program director for program improvement. Like all components of program review, the peer-review process is intended to benefit the director and program and should not be made a punitive process.

Administrative Committee

The administrative committee includes those in the organizational line: director's supervisor, appropriate coordinator or department chair, if applicable, vice president of the division, and executive vice president. The administrative committee reads the final review and considers program review committee report, meets with the director to discuss program review, and makes final recommendations and suggestions to the college planning council.

A new element of the program review process, the administrative committee addressed past concerns of program directors and program review committee members. The addition of this review allows for a more complete discussion of program and more informed suggestions for program improvement. As with the peer-review from the program review committee, administrative program review should not be made a punitive process.

After completion of all components of program review, college planning council will review the entire report and invite the program director to present their program, including achievements, concerns, and plans for the next five years, during a college planning council meeting in the spring. This closes the entire process and the program review is saved for reference by the program director and for the next program review cycle. College planning council will evaluate the effectiveness of institutional program review on an annual basis.

**Caldwell Community College & Technical Institute
Program Review**

Proving Institutional Effectiveness

CCC & TI Policies and Procedures Program Review Committeep. 91
Program Review Process Changes (Final).....p. 92-94

CCC&TI Policies and Procedures

Program Review Committee

Suggested Changes

May 1, 2012

Program Review is a peer review process designed to promote student success through quality instructional and support programs. With the assistance of the Office of Institutional Effectiveness and Research, individual program directors develop periodic program reviews that detail the quality of their instructional or support programs through careful analysis of institutional data. The Program Review Committee considers the results of this analysis and meets with the program director to discuss possible program improvements. The committee then makes recommendations to an Administrative Committee that consults with the director before making final recommendations to College Planning Council. All programs will be reviewed at least once every five years.

Program Review Committee members are program directors or department chairs and serve for two years. The membership of the Program Review Committee is as follows: college transfer and technical programs (6 members), adult, corporate and continuing education (2 members), student services (2 members), technology and instructional support services (1 member), facilities services or finance and business services (1 member, in alternate years), and director of the office of institutional effectiveness and research (ex officio). Resource personnel shall be consulted as necessary.

The Administrative Committee includes those in the organizational line: director's supervisor, appropriate coordinator or department chair, if applicable, vice president of the division, and executive vice president. College Planning Council will evaluate the effectiveness of institutional program review on an annual basis.

Program Review Process Recommended Changes

Important Dates:

May	Programs for review announced and Program Review Committee (PRC) appointed
October 15	Final program reviews made available for PRC; for programs with directors who work less than twelve months, the due date will be negotiated.

Program Review Committee

Two groups of professionals (Director level or above)

Group One	
Curriculum	3
ACCE	1
Student Services	1
TISS	1

Group Two	
Curriculum	3
ACCE	1
Student Services	1
Finance or Facilities	1

Duties

Train on Compliance Assist as a reader for program review (1 hour)

Be available as support for directors as necessary

Read, discuss, and comment on 4-7 program reviews, as available, through November 15 (reading for content only)

Meet with the director of 4-7 program reviews concerning comments recorded on Compliance

Assist through January 15

Administrative Committee

Program Director

Direct supervisor

Vice President of the Division

Executive Vice President

IE&R Director (ex-officio)

IE&R Institutional Researcher (ex-officio)

IE&R Administrative Assistant (ex-officio)

Duties

Read the final program review

Meet with the director to discuss program analysis through March 15

Revised Program Review Tasks of Specific Groups

1. Office of IE&R

- a. Begins and coordinates the process.
- b. Works with the director throughout the process.
- c. Conducts document audit.
- d. Consults with the director on the program's assessment and planning efforts, including development of future assessment.
- e. Coordinates meetings between the director and the program review committee (PRC).
- f. Coordinates the meeting between the director and the administrative committee.
- g. Presents the completed review with recommendations to the college planning council and monitors any progress reports.

2. Program Director

- a. Meets with IE&R to begin the process.
- b. Provides program documents.
- c. Meets with IE&R to discuss program's assessment and planning efforts, including development of future assessment.
- d. Completes the review.
- e. Meets with the PRC.
- f. Meets with the administrative committee.
- g. Meets with college planning council.

3. Program Review Committee

- a. Provides informal support to program directors participating in review.
- b. Reads the final review.
- c. Meets with the director to discuss program comments and concerns.
- d. Makes recommendations and suggestions to the director and the administrative committee.

4. Administrative Committee

- a. Reads the final review and considers PRC report.
- b. Meets with the director to discuss program review.
- c. Makes final recommendations and suggestions to the college planning council.

5. College Planning Council

- a. Monitors and reviews the process.
- b. Appoints the PRC.
- c. Considers the report of the Administrative Committee and assigns monitoring reports if appropriate.

Detailed Timeline

Office of Institutional Effectiveness & Research (IER) maintains calendar and begins the process each summer

Early May College planning council, department chairs, coordinators, and directors are notified of programs to be reviewed

Late May Program review committee (PRC) is identified

June and July Directors and PRC members are trained on Compliance Assist (CA) (or their next time on campus after May)

Summer Documentation for the program is entered into CA by IER

Through October IER conducts an assessment and planning review and meets with the director. IER recommendations are added to CA
IER assists the director in completing the program review
IER verifies documentation

October 15 Deadline for final program review for PRC (unless negotiated in May)

Through January IER facilitates the review of the program
(two weeks) PRC members comment on the program review in CA as they become available
(two weeks) PRC meets to discuss program review(s) and agree on comments for director
(two weeks) Director reviews PRC questions and comments
PRC and director meet to construct final recommendations
Final recommendations are placed on CA (older comments removed)

Through March IER notifies administrative committee of availability of final program review
(two weeks) Administrative committee reads final program review and PRC report
IER coordinates committee meeting(s) to make recommendations to college planning council. Minutes are filed with review

Through April Recommendations presented to college planning council
College planning council assigns progress reports
Review signature sheet is signed by the committee

IER manages all documentation
IER maintains calendar of progress reports and presents them to college planning council as necessary

Caldwell Community College & Technical Institute

Appendices

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Institutional Effectiveness Report Calendar 2012-2013.....p. 106-107

**For additional information contact the Office of I. E. & R.*

Quality Enhancement Plan Impact Report

1. **Title and brief description of QEP**—Caldwell Community College and Technical Institute (CCC and TI) began implementation of its Quality Enhancement Plan (QEP) entitled *Enhancing Writing—Write On!* during the 2006-2007 academic year. This QEP demonstrates the need to improve student writing through multifaceted interventions. As part of the QEP topic development process, the institution noted that a significant number of CCC and TI students place into developmental writing as measured by Accuplacer, a computerized placement test developed by Educational Testing Services. In 2005, 107 of 229 (46%) local high school graduates who enrolled at CCC and TI placed into developmental English. These and other data collected during the topic selection process emphasized the need to improve student writing. The goals of the QEP are to enhance student writing and create an institutional culture of writing at CCC and TI. This plan defines good writing as the ability to produce unified, coherent, well-developed written communication using standard English as measured by the QEP holistic rubric developed for this project.
2. **Succinct list of initial goals and intended outcomes**—The objectives of this plan include establishing programs and services designed to enhance student writing and integrate writing across the curriculum. Specific strategies for implementation are outlined in the chart below.

Goals	Objectives	Strategies
Enhance student writing	Establish programs and services to develop and enhance student writing	Plan and implement writing centers on both campuses Develop an online writing center to facilitate online access to resources and services
Create an institutional culture of writing	Integrate writing across the curriculum	Implement a professional development program to train faculty cohorts in writing across the curriculum Emphasize discipline-based writing

3. **Discussion of significant changes made to the QEP and reasons for making those changes**—We have been very fortunate that we have not had to make any significant changes to the format of the QEP since its inception. We have followed the timeline for implementation outlined in our QEP and have accomplished the goals we established. As with any plan, we did experience a few complications as we began to implement some of the technical aspects of the QEP. Most notably, we found that using the e-portfolio system in Blackboard with TRIO students was very difficult to implement. We were able to capture baseline data for TRIO students and track these students and their writing over the course of the QEP. However, the sampling size is very small due to the fluid nature of community college students. Although we were able to establish e-portfolios for these students, many of these initial students did not re-enroll in subsequent semesters. We added new students each year but were unable to maintain an adequate sampling size to give meaningful results. We feel that the direct assessment of student writing in capstone classes and writing center usage are the best indications that our QEP has enhanced student writing. We acknowledge that the continued success of our QEP is directly related to the strong administrative support we have continued to receive throughout this process. Our QEP involved the addition of three professional positions implemented incrementally over the first three years of the QEP, extensive professional development for writing center staff, and the allocation of highly coveted physical space to establish writing centers on both campuses. During difficult budgetary times, the QEP remained a priority for the institution which helped to ensure the success we now enjoy.

4. **Description of achievement of our QEP goals and outcomes**—This plan uses multiple measures of assessment to evaluate the attainment of specific student learning outcomes and the successful implementation of the plan. The results of the assessments used to measure the success of the QEP are outlined below.

Writing Sample Analysis

Each year, writing responses from a common writing prompt from graduating students in capstone classes are evaluated by recent professional development cohort graduates. During a fifty-minute timed writing, students respond to a writing prompt asking them to explain to incoming students

which class has been their favorite and why. Writing samples are scored holistically based on development of a main idea (thesis), use of supporting detail, organization and development, sentence structure, and mechanics. Before scoring the writing samples, faculty participants from the WAC professional development cohort review the theory and practice of holistic scoring and the use of the QEP rubric developed for this assessment. Results of this assessment indicate that with implementation of the QEP, writing scores have increased. In 2009, with the implementation of an online submission component to this assessment, participating students lacked motivation to complete the writing assignment. However, in 2010, by working closely with participating faculty to develop incentives for completing the writing assessment, results were more consistent with previous and subsequent years. In 2011, 84% of the writing samples analyzed scored three or higher on the QEP holistic rubric. *The criteria for success for this assessment is that 80% of graduating students will score three or higher on the QEP holistic rubric.*

Percent of Students Scoring 3, 4, or 5 on the QEP Rubric (percentage and number)						
	Spring/Summer 2006	Spring 2007	Spring 2008	Spring 2009	Spring 2010	Spring 2011
Total	74% (104)	77% (118)	82% (117)	78% (128)	83% (69)	84% (147)

In 2008 and 2011, twenty-five writing samples were sent to external university and community college writing center professionals for evaluation. Using the same holistic rubric originally used by CCC and TI faculty, these professionals scored the writing samples for comparison to CCC and TI scores. Results are indicated in the chart below.

External Evaluators Scores Compared to CCC and TI Scores % of 3,4,5 on QEP Rubric		
	2008	2011
CCC and TI	79%	68%
External Evaluators	53%	73%

Writing Center Usage

As indicated in the QEP, most learning assistance professionals feel a viable writing center sees approximately 10% of the student population. We have seen a steady increase in writing center usage with the establishment of writing centers on both campuses and the development of the online writing

center. This increased usage illustrates how the QEP has helped to create a culture of writing at CCC and TI.

These writing centers provide faculty the support they need to incorporate writing into instruction. Each semester, these writing centers provide a series of well-attended workshops for students and faculty on topics ranging from avoiding plagiarism to developing a résumé. For the past several years, the writing center has also sponsored Poem in Your Pocket Day as part of National Poetry Month and has been actively involved in the development of our annual Poetry Slam. Writing center staff are a very visible presence on campus making numerous presentations to classes across the curriculum each semester, offering a series of weekly writing workshops, and participating in student festivals each year semester. Writing center staff also present sessions as a part of new student orientation, part-time faculty orientation, and the WAC professional development faculty cohorts.

Writing Center Usage			
2007-08	2008-09	2009-10	2010-11
Fall 2007 334 students (9% of curriculum enrollment) 902 consultations	Fall 2008 732 students (17% of curriculum enrollment) 2151 consultations	Fall 2009 871 students (18% of curriculum enrollment) 2903 consultations	Fall 2010 719 students (18% of curriculum enrollment) 2204 consultations
Spring 2008 359 students (12% of curriculum enrollment) 915 consultations	Spring 2009 734 students (17% of curriculum enrollment) 2675 consultations	Spring 2010 784 students (16% of curriculum enrollment) 2096 consultations	Spring 2011 783 students (17% of curriculum enrollment) 2828 consultations
		Summer 2009 215 students, 707 consultations	Summer 2010 319 students, 1015 consultations

Online Writing Center Usage

Online Writing Center Usage		
	Number of Online Consultations	Number of Students
2008-09	41	20
2009-10	71	42
2010-11	234	101

GPA Comparisons

Each year the writing center compiles statistics comparing the grade point averages of entering CCC and TI freshman writing center users (students who have earned 30 credit hours or less) to non-writing center users (students who have earned 30 credit hours or less but have not used the writing center). The chart below illustrates the differences in the GPAs of students who use the writing center compared to students who do not use the writing center. These data indicate that students seeking academic help through the writing center appear to be more successful than students who do not use this service.

GPA Comparison		
	Writing Center Users	Non-Users
2007-08 Entering Freshman < 30 hours	2.73	2.35
2008-09 Entering Freshman < 30 hours	2.89	2.44
2009-10 Entering Freshman < 30 hours	3.0	2.53
2010-11 Entering Freshman < 30 hours	2.8	2.6

User Satisfaction

General usage and user satisfaction is also monitored each year. The most recent CCC and TI Support Services Survey indicated very positive student responses regarding writing center services.

Support Services Survey Questions	Percentage of Positive Responses		
	2008-09	2009-10	2010-11
Services in the Writing Center are satisfactory	97.7%	94.9%	97.8%
From my experience, Writing Center personnel:			
a. Respond promptly to requests for services, resources, or information	100.0%	100.0%	98.9%
b. Are courteous, helpful, and professional	97.9 %	100.0%	98.9%
c. Are knowledgeable about Writing Center resources	100.0%	98.2%	98.9%
d. Are knowledgeable about Writing Center policies and procedures	100.0%	100.0%	98.9%
The Writing Center tab in Blackboard is useful for my students	93.1%	84.2%	90.8%

Community College Survey of Student Engagement

The Community College Survey of Student Engagement (CCSSE) and Community College Faculty Survey of Student Engagement (CCFSSE) are used to monitor student and faculty perceptions of writing as we have implemented our QEP. Administered in odd numbered years, these surveys allow us to compare CCC and TI student and faculty responses longitudinally and give us the opportunity to compare CCC and TI student and faculty responses to student and faculty responses from colleges of

similar size. These data show significant increases in the student responses from 2005 and 2011 a clear indication of the success of our QEP.

a. Percentage of students responding positively (*Often* or *Very Often*)

CCSSE Item	CCCTI Responses				2011 Medium Colleges (national comparison group)
	2005	2007	2009	2011	
Students Responding <i>Often</i> or <i>Very often</i>					
4C—Prepared 2 or more drafts of a paper or assignment before turning it in	48.1%	54.5%	50.9%	64.5%	53.3%
Students Responding <i>Quite a bit</i> or <i>Very much</i>					
12C—How much has your experience at this college contributed to your knowledge, skills, and personal development in writing clearly and effectively?	58.5%	64.0%	62.2%	71.1%	61.6%

b. Mean response by students

CCSSE Item	CCCTI Responses				2011 Medium Colleges (national comparison group)
	2005	2007	2009	2011	
Mean Response (<i>1=Never, 2=Sometimes, 3=Often, 4=Very often</i>)					
4C—Prepared 2 or more drafts of a paper or assignment before turning it in	2.50	2.53	2.58	2.75	2.50
Mean Response (<i>1=Very little, 2=Some, 3=Quite a bit, 4=Very much</i>)					
12C—How much has your experience at this college contributed to your knowledge, skills, and personal development in writing clearly and effectively?	2.70	2.73	2.75	2.93	2.75

Community College Faculty Survey of Student Engagement

Community College Survey of Student Engagement (CCSSE) Caldwell Community College and Technical Institute & CCSSE Cohort Comparison of Frequency Distributions of <i>All</i> Faculty Responses: 2005, 2007, 2009, and 2011												
Positive Responses	2005			2007			2009			2011		
	CCCTI		CCSSE Cohort	CCCTI		CCSSE Cohort	CCCTI		CCSSE Cohort	CCCTI		CCSSE Cohort
	#	%	%	#	%	%	#	%	%	#	%	%
Prepared two or more drafts of a paper or assignment before turning it in (<i>very often</i> or <i>often</i>)	19	22.1%	24.2%	18	22.8%	23.9%	32	24.5%	24.0%	16	26.7%	24.1%
Number of written papers or reports of any length (2 or more)	52	60.5%	59.9%	53	67.9%	60.7%	94	71.2%	60.7%	44	69.8%	43.4%

Writing clearly and effectively (class emphasizes very much or quite a bit)	47	54.0%	51.7%	47	60.2%	51.5%	79	61.2%	51.2%	44	70.9%	52.2%
Frequency of referral: Skill labs (writing, math, etc.)	62	71.3%	68.4%	59	75.7%	70.2%	108	82.5%	70.4%	54	87.1%	70.6%
Incorporation in class: Skill labs (writing, math, etc.)	53	60.9%	57.6%	52	66.7%	58.6%	102	77.9%	58.9%	51	80.9%	58.5%
Frequency of referral: Peer or other tutoring	70	80.4%	80.2%	67	85.9%	80.0%	108	82.4%	79.7%	57	90.5%	80.2%
% of class time spent on in-class writing (20% or more)	11	13.0%	9.7%	9	10.6%	9.8%	8	6.4%	9.4%	14	22.9%	11.4%

Professional Development

The CCC and TI Writing Across the Curriculum professional development program is a two-semester training that provides faculty with both the theoretical and practical background to incorporate writing into the courses they teach. Faculty volunteer to participate and are paid a \$500 stipend at the end of the second semester after incorporating writing to learn activities into the curriculum. As more and more faculty have participated in this program, we have seen increases in the number of process-based writing assignments and a gradual change in faculty attitudes toward the use of writing in instruction as documented in the Community College Faculty Survey of Student Engagement (CCFSSE) table above. These data indicate significant increases in CCC and TI responses regarding the incorporation of in-class writing, writing center referrals, and the emphasis placed on writing in class with the implementation of the QEP. When compared to faculty responses at CCSSE cohort institutions, CCC and TI faculty responses are again significantly higher further reinforcing the profound impact the QEP continues to have on the institution.

These longitudinal changes in CCFSSE responses can be attributed in part to the WAC professional development program that focuses on the concept that writing is a mode of learning. That is, when students write, they learn more, even if what they write is not formally graded. In fall 2006, ten faculty members volunteered to join the first WAC professional development cohort to discuss ways to use writing to enhance student learning. CCC and TI English instructor, Dr. Tom Haddon, acted as

facilitator for these professional development activities. The sessions totaled ten hours the first semester and five hours the second semester and included faculty from all curriculum areas including cosmetology, truck driver training, business, accounting, biology, landscape gardening, as well as humanities and social sciences. During the second semester of the training, sessions were less structured focusing more on the collaborative exchange of ideas as cohort members incorporated writing to learn activities in their classes. Through the WAC professional development program, faculty and staff whose program areas traditionally focus on skills not associated with writing now have the opportunity to develop and practice the skills needed to integrate writing into other disciplines.

Evaluations from cohort participants have been very positive. Many commented on the unexpected benefit of working with instructors from other disciplines, and several participants commented positively on the exposure to a “new way of teaching” and the high quality of instruction. The faculty members who have taken part in the cohorts indicate that their students are learning more, that their classes are more interesting to teach, and that they spend less time reading and grading written work. All report that they feel reinvigorated as a result of sharing ideas with their colleagues.

One unanticipated outcome of this initiative has been a renewed interest in technology as an instructional tool. With the hiring of the instructional designer/online writing center instructor, professional development cohort sessions included training on the use of technology and instructional design. Through this initiative, faculty have learned to incorporate such innovative technologies as podcasting, web-based collaborative writing tools (Google Docs, wikis, blogs, etc.), and MP3 audio files to respond to student writing.

At the beginning of our QEP, our goal was to have 50% of curriculum faculty participate in the two semester professional development program. A total of 71 CCC and TI faculty have taken part in this program since its inception in fall 2006. This number represents approximately 62% of eligible curriculum faculty. (Because the focus of our QEP was writing across the curriculum, we felt that English faculty who teach writing almost exclusively did not need this additional training; therefore, these faculty members were excluded from QEP professional cohorts.)

The WAC QEP professional development component of this plan has exceeded our initial expectations. In addition to the impact this program has had on student learning, this program also provides faculty a unique opportunity for growth and professional enrichment and represents a fundamental philosophical shift in regard to instruction at CCC and TI.

Unanticipated Outcomes

Our QEP has been very well received within the North Carolina Community College System, regionally, and nationally. We have served as consultants for numerous institutions whose QEP topic is writing. Our QEP director served as a QEP lead evaluator for Virginia Union University and will serve as QEP lead evaluator for Dalton State College this fall. Various other presentations, awards, and publications are outlined below.

QEP Presentations			
Conference/Event	Date	Presenters	Title of Presentation
Conference of English Instructors Boone, North Carolina	October 2007	Dr. Tom Hearron	<i>Faculty Development Component of an Effective Quality Enhancement Plan</i>
International Writing Across the Curriculum Conference, Austin, Texas	May 2008	Dr. Tom Hearron, Donna Calloway, and Stacy Reagan	<i>WAC-ing Them Softly</i>
SACS Annual Meeting San Antonio, Texas	December 2008	Margaret Hampson and Camille Annas	<i>A QEP Odyssey—One Community College's Journey Through the QEP Process</i>
Community College Futures Assembly, Bellwether Finalist Orlando, Florida	February 2009	Dr. Ken Boham, Dr. David Shockley, Dr. Tom Hearron, Margaret Hampson, and Mary Noggle	<i>Combining Emerging Technology with Writing Across the Curriculum—Professional Development That Works!</i>
Two-Year College English Association—Southeast Annual Meeting Lexington, Kentucky	February 2009	Dr. Tom Hearron	<i>Creating a Culture of Writing: Inducing Non-English Faculty to Use Writing in Their Courses</i>
Appalachian State University Writing Across the Curriculum Workshop Boone, North Carolina	May 2009	Dr. Tom Hearron, David Freeman, and Stacy Reagan	<i>Creating a Culture of Writing: Writing Across the Curriculum at Caldwell Community College and Technical Institute</i>

Awards

- Southern Association of Community, Technical, and Junior Colleges (SACTJC) *Best Practices Award*
- Community College Futures Assembly, *Bellwether Finalist*

Publications

Community College Journal of Research and Practice

- *Combining Emerging Technology with Writing Across the Curriculum—Professional Development that Works!* by Margaret Hampson, Tom Hearn, and Mary Noggle
- *Caldwell Community College and Technical Institute QEP Writing Across the Curriculum Professional Development Program* by Margaret Hampson and Tom Hearn

The CCC and TI QEP enhances student learning through a focused process that has had a dramatic effect on this institution. Our QEP is a collaborative effort that is based on the idea that writing is an effective learning tool not confined to one department or isolated classes. As an institution, we understand that writing is an essential skill needed for success in every career. The role of the CCC and TI QEP is to promote a culture of writing that celebrates creativity, critical thinking, collaboration, and communication. We have seen the impact of this plan truly change the nature of teaching and learning at this institution, and we are very proud of our efforts.

**INSTITUTIONAL EFFECTIVENESS
REPORT CALENDAR
2012-2013**

DATE DUE	WHAT'S DUE	WHERE TO FILE/SEND IT	INSTRUCTIONS
July			
<i>July 1</i>	<i>Program Review begins</i>	<i>Compliance Assist - Program Review</i>	
July 15	AUGUST CYCLE Program Assessment REPORTS	Program folder	BB - AssessmentResources folder
August			
August 1	Divisional Plan of Action Reports	Email to Office of IE&R	BB - PlanningResources folder
August 15	AUGUST CYCLE Program Assessment PLANS	Program folder	BB - AssessmentResources folder
September			
October			
October 1	DECEMBER CYCLE Program Assessment REPORTS	BB Program folder	BB AssessmentResources folder
<i>October 15</i>	<i>Program Review due to Compliance Assist</i>	<i>Compliance Assist - Program Review</i>	<i>Program review will be completed using Compliance Assist and accessible by Program Review Committee</i>

November			
December			
December 15	DECEMBER CYCLE Program Assessment PLANS	BB Program folder	BB AssessmentResources folder
January			
February			
March			
April			
April 1	Program Review complete	Compliance Assist - Program Review	Saved within Compliance Assist - Program Review
April 15	Divisional Plans of Action	Email to Office of IE&R	
May			
June			