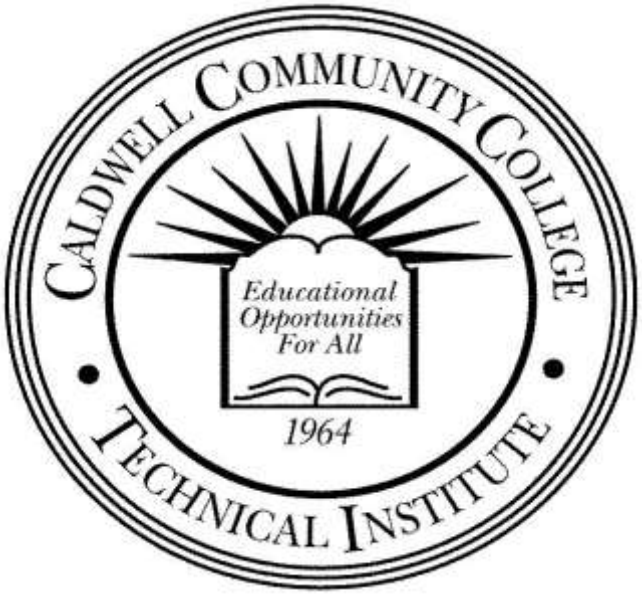
Caldwell Community College & Technical Institute

Office of Institutional Effectiveness & Research



2014-2015 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, we are 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 & approved by the CCC and TI Board of Trustees, September 6, 2006
Approved by CCC and TI Board of Trustees, November 14, 2012
Amended and approved by CCCTI Board of Trustees, November 21, 2013

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. We are responsive to the educational needs of a diverse population and are dedicated to student success by opening doors to educational potential. As we look 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. Toward these ends, we 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; and

Model exemplary standards of higher education, integrity and academic and administrative excellence.

Adopted & approved by the CCC and TI Board of Trustees, September 6, 2006
Approved by CCC and TI Board of Trustees, November 14, 2012
Amended and approved by CCCTI Board of Trustees, November 21, 2013

Caldwell Community College and Technical Institute

Core Values

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 & approved by the CCC and TI Board of Trustees, September 6, 2006
Approved by CCC and TI Board of Trustees, November 14, 2012
Amended and approved by CCCTI Board of Trustees, November 21, 2013

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 president, executive vice president (chair), vice president of student services, vice president of finance and administration, vice president for college transfer and technical programs, vice president for adult, corporate, and continuing education, vice president of technology and instructional support services, Watauga associate department chair, president of faculty senate, SGA representative.

Executive Council

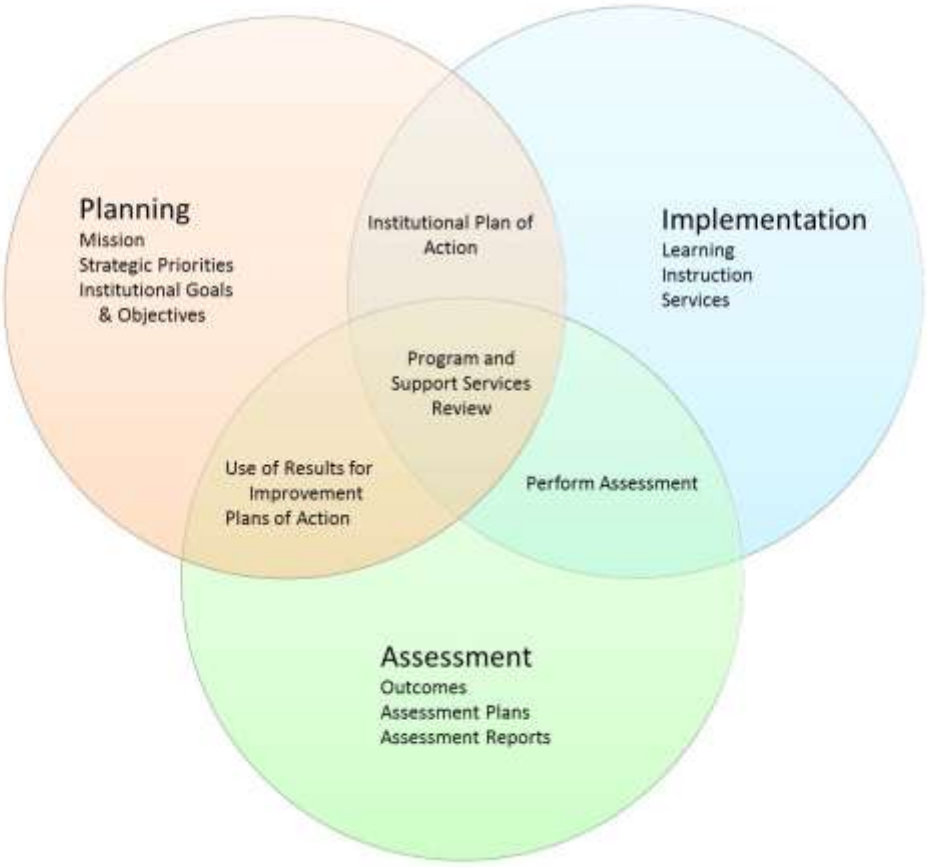
In an effort to improve coordination in overall institutional planning and operation, the president makes use of the college executive council. The purpose of this council is primarily one of intermediate and long-range institutional planning. The executive council has a primary duty to review how various 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 2014-2015

Planning Process	Assessment Process
July	**July**
Institutional Effectiveness Plan is published on the web	**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)	**Instructional program assessment plans** are due September 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 Repor**t 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	**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.	**Support 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**
Program and Departmental POAs are prioritized and submitted	
April	**April**
Divisional POAs are due April 15.	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 began 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 were conducted internally and the Future Search IV Conference gathered 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

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Institutional Achievement Plan Improvement Objectives 2010-2015 .....p. 15-18
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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.

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 2013-2014

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Institutional Plan of Action 2013-2014.....p. 25-29

Annual CCC&TI Planning/Budget Retreat
May 6, 2013

Summary

The CCC&TI Executive Council met on May 6 to discuss the future direction of the college. The group discussed opportunities, challenges, funding outlook, progress in strategic planning, 2012-2013 budget priority status, and budget priorities for 2013-2014. 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 2013-2014. 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	$25,000
➢ President's Equipment Reserve	$25,000
➢ Executive Vice President's Reserve	$100,000
➢ Funds for Reversion	$487,000
➢ Unemployment Insurance	$103,000
➢ Convert GED Director to Basic Skills Director	$6,648
➢ Convert PT Instructional Designer to FT	$2,347
Total	**$748,995**

The next task was to establish budget priorities from the **$1,729,541** 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. **Employ Part-Time Institutional Effectiveness Professional**
2. **Purchase Datatel and Portal Additions/Improvements**
3. **Convert Part-Time Automotive Instructor to Full-Time**
4. **Employ Full-Time Social Science Instructor**
5. **Renew Skills Tutor Software and other licenses**
6. **Convert Director, Electronics Engineering (Level II) to Director, Engineering Technologies (Level III)**
7. **Convert 10 mo. PPT OMA position to 12 mo. FT**
8. **Explore and purchase unused aspects of WebAdvisor (Retention and Academic Planning)**

9. **Convert PPT Web Assistant to FT Media Coordinator**
10. **Hire a full-time HRD Coordinator/Instructor**
11. **Hire a full-time Electrical Lineman Instructor**
12. **Hire two "floating" staff with the ability for flexibility in scheduling (LRC)**
13. **12 mo. PPT faculty for Watauga (NUR)**
14. **Convert permanent part-time Watauga administrative assistant to full-time**
15. **Convert one part-time math instructor to permanent part-time**

Total $411,777

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.

The Institutional Planning Process was discussed. It was determined that the institution's current planning process is efficient and effective as long as it was followed consistently by all divisions. It was also determined that only one priority would be chosen for each round of voting, ensuring the final ranking accurately represented the needs of the institution.

Appendices

CALDWELL COMMUNITY COLLEGE AND TECHNICAL INSTITUTE

2013-2014 Planning Retreat

Budget Priorities

	OFF THE TOP		
	***Required items funded with growth monies before ranked priorities.**		
	President's Reserve		$25,000
	President's Equipment Reserve		$25,000
	Executive Vice President's Reserve		$100,000
	Funds for Reversion		$487,000
	Unemployment Insurance		$103,000
	Convert GED Director to Basic Skills Director		$6,648
	Convert PT Instructional Designer to FT		$2,347
	Total Off the Top		$748,995
	RANKED PRIORITIES		
1	**Employ Part-Time Institutional Effectiveness Professional**		$22,000
2	**Purchase Datatel and Portal Additions/Improvements**		$25,000
3	**Convert Part-Time Automotive Instructor to Full-Time**		$25,000
4	**Employ Full-Time Social Science Instructor**		$35,000
5	**Renew Skills Tutor Software and other licenses**		$40,000
6	**Convert Director, Electronics Engineering (Level II) to Director, Engineering Technologies (Level III)**		$1,766
7	**Convert 10 mo. PPT OMA position to 12 mo. FT**		$16,800
8	**Explore and purchase unused aspects of WebAdvisor (Retention and Academic Planning)**		$60,000
9	**Convert PPT Web Assistant to FT Media Coordinator**		$6,076
10	**Hire a full-time HRD Coordinator/Instructor**		$50,000
11	**Hire a full-time Electrical Lineman Instructor**		$51,200
12	**Hire two "floating" staff with the ability for flexibility in scheduling (LRC)**		$20,670
13	**12 mo. PPT faculty for Watauga (NUR)**		$20,000
14	**Convert permanent part-time Watauga administrative assistant to full-time**		$9,682
15	**Convert one part-time math instructor to permanent part-time**		$28,583
	Total Ranked Priorities		**$411,777**
	Total ranked priorities and off the top		**$1,160,772**

Caldwell Community College and Technical Institute
Institutional Plan of Action
Institutional Strategies
2013-2014

Priority	Strategic Plan Reference	Mission Reference	Institutional Strategy from Divisional Plans of Action	Rationale from Divisional Plans of Action
OTT	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 Objective 2.2.2.a. Provide programs and services that target the needs of students from diverse backgrounds	Provide accessible, quality instruction to enhance student learning	**Convert Director of ABE/GED/Family Literacy to Director of Basic Skills**	Necessary to align faculty and staff responsibilities within the newly formed division of College and Career Readiness
OTT	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 Objective 1.1.2.a. Incorporate best practices into distance learning courses, including Quality Matters	Offer diverse services and opportunities which improve the quality of life	**Convert Permanent Part-time Instructional Designer position to Full-time for Distance Learning to aid Distance Learning instruction on Hudson and Watauga campuses**	With the increase of DL courses, the demand for faculty, staff and student training, and the transition to Moodle, this conversion is needed. Having a full-time instructional designer will allow DL to ensure that all faculty, staff, and students will receive adequate training and support. I also hope this position will be able to offer trainings in other areas of the college such as disability services and computer services.
1.	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	**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. 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

2.	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
3.	Goal 1. To enhance educational excellence Strategic Directive 1.2. To establish a culture that promotes excellence in teaching and learning Initiative 1.2.3. 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 AUT instructor from part-time to full-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 this conversion in lieu of reinstating the 3rd full time position as growth continues.
4.	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.
5.	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.**	• To assure that students have access to necessary and sometimes required instructional technology. • To enhance instruction.
6.	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	Provide accessible, quality instruction to enhance student learning	**Convert Director, Electronics Engineering Technologies (Level II) to Director, Engineering Technologies (Level III)**	Level of coordination equivalent to other industrial and business directors who coordinate multiple programs. Position requires extensive coordination with outside agencies for STEM initiatives.
7.	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	Provide accessible, quality instruction to enhance student learning	**Convert 10 mo. PPT OMA position to 12 mo. FT**	OMA students have a 5 day a week clinical course in the summer semester. The clinical coordinator needs to visit the sites regularly and oversee certification exam review sessions. Program Director is also Department Chair which entails significant time and

	Objective 4.2.3.a. Implement strategies for improvement identified through the assessment process			responsibility outside of the program. Implementation of a new Medical Assistant program will be her responsibility. Summer program responsibilities for both faculty include annual revision of program manual and new student orientation. Department Chair maintains over 150 clinical affiliation agreements.
8.	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.c. Enhance student goal planning and counseling	Offer diverse services and opportunities which improve the quality of life	**Explore and purchase unused aspects of WebAdvisor (Retention and Academic Planning)**	Retention and Academic planning are crucial pieces needed to provide services to students needed to improve student success
9.	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	Offer diverse services and opportunities which improve the quality of life	**Convert PPT Web Assistant to FT Media Coordinator**	Need help with coordinating PR, MKT, Printing, TV Studio, Distance Learning, Web and Photo requests from both campuses. Will replace the admin assistant lost due to reorganization.
10.	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	Provide accessible, quality instruction to enhance student learning	**Hire a full-time HRD Coordinator/Instructor**	HRD program continues to grow with extraordinary success. Business and Industry have requested trained individuals with "soft/employability skills" in addition to technical skills. The HRD program makes that training possible. The increase in FTE is proof of the growing demand in this area. • 2010—30.14 HRD FTE • 2011—42.32 HRD FTE—140% increase • 2012—94.10 HRD FTE—222% increase
11.	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	Provide accessible, quality instruction to enhance student learning	**Hire a full-time Electrical Lineman Instructor**	To expand program to meet growing demand. The program is not able to generate enough completers to meet the industry demand at the current capacity.

12.	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	Offer diverse services and opportunities which improve the quality of life	**Fund part-time staff hours in order to hire two "floating" or substitute staff with the ability for flexibility in scheduling.**	Currently we offer orientations and instruction at both campuses, but the times we can offer instruction are limited by the need (especially in Watauga) to keep the LRC open 60+ hours each week. The 30hr professional position formerly held by Alison Beard has not been filled. We are about to lose 5 additional part-time hours as of August 2013 because of changes in the healthcare act. Another professional dedicated to instruction or flexible paraprofessionals with library experience would allow us to provide instruction to classes when and where they need it, in the classroom, at the LRC locations, or in computer labs.
13.	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 Objective 1.2.1.a. Assess for quality of teaching and learning in all formats	Provide accessible, quality instruction to enhance student learning	**12 mo. PPT faculty for Watauga (NUR)**	The Affordable Healthcare Act limits work contact hours for part-time instructors. A PPT position is needed (30 hrs/week) in order to maintain enrollment at present levels. Currently, Caldwell instructors are driving to Watauga which is having a huge impact on the budget. With the NC Board of Nursing visiting Feb. 2014 and NLNAC (national accreditation) following, the program needs to prove that it has adequate staffing.
14.	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 Objective 4.1.3.a. Enhance communication mechanisms and technologies to facilitate communication among administration, faculty, and staff	Offer diverse services and opportunities which improve the quality of life	**Convert permanent part-time Watauga administrative assistant to a full-time position**	Necessary to align faculty and staff responsibilities within the newly formed division of College and Career Readiness
15.	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	Provide accessible, quality instruction to enhance student learning	**Convert one part-time math instructor to permanent part-time**	The Affordable Healthcare Act limits work contact hours for part-time instructors Instructor's teaching load has averaged 15 to 20 hours per semester for the past several semesters and will require benefits under Affordable Health Care.

Caldwell Community College & Technical Institute

Annual Planning

Planning for 2014-2015

Annual CCC & TI Planning/Budget Retreat, 2014.....p. 30-33
Institutional Plan of Action 2014-2015.....p. 34-37

Divisional Plans of Action 2014-2015.....p. 38-80

a. Office of the President..... p. 38-39
b. Executive Vice President..... p. 40-45
c. Continuing Education & Workforce Development..... p. 46-48
d. Curriculum & Adult Education..... p. 49-65
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Annual CCC&TI Planning/Budget Retreat
May 5, 2014

Summary

The CCC&TI Executive Council met on May 5 to discuss the future direction of the college. The group discussed opportunities, challenges, funding outlook, progress in strategic planning, 2013-2014 budget priority status, and budget priorities for 2014-2015. 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 2014-2015. 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	$25,000
➢ President's Equipment Reserve	$25,000
➢ Executive Vice President's Reserve	$100,000
➢ Funds for Reversion	$225,000
➢ Implement Medical Assisting	$50,000
Total	**$425,000**

The next task was to establish budget priorities from the $1,748,808.07 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. **Employ Part-Time Institutional Effectiveness Professional (Grant Assistant)**
2. **Employ Full-Time Social Science Instructor**
3. **Convert Director, Electronics Engineering (Level II) to Director, Engineering Technologies (Level III)**
4. **Convert 10 mo. PPT OMA position to 12 mo. FT**
5. **Explore and purchase unused aspects of WebAdvisor (Academic Planning)**
6. **Hire a full-time Electrical Lineman Instructor**
7. **Hire a full-time HRD Coordinator/Instructor**
8. **12 mo. PPT faculty for Watauga (NUR)**
9. **Convert permanent part-time Watauga administrative assistant to full-time**
10. **Convert one part-time math instructor to permanent part-time**
11. **Employ Full-time 9-Month Culinary Arts Instructor**

12. Website Redesign
13. Hire PT Testing Administrator on Watauga Campus
14. Convert science lab tech to FT instructor
15. Hire Part-time Medical Director for EMS programs

Total $ 358,800

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.

Several items related to Institutional Effectiveness were discussed. Revisions to **Program Review** and **State Authorization** processes were presented and approved**. Substantive Change** requirements for SACSCOC were discussed, and the group was informed that a substantive change letter was being submitted to SACSCOC notifying the commission on curriculum program additions, deletions, and changes for 2014-15. The **Quality Enhancement Plan (QEP)** was also discussed. It was noted that the process for the college's next QEP has begun and there may be budget implications for 2015-16 and beyond.

Appendices

CALDWELL COMMUNITY COLLEGE AND TECHNICAL INSTITUTE

2014-2015 Planning Retreat

Budget Priorities

	OFF THE TOP		
	*****Required items funded with growth monies before ranked priorities.***		
	President's Reserve		$25,000
	President's Equipment Reserve		$25,000
	Executive Vice President's Reserve		$100,000
	Funds for Reversion		$225,000
	Medical Assisting Instructor		$50,000
	Total Off the Top		$425,000
	RANKED PRIORITIES		
1	**Employ part-time Institutional Effectiveness professional**		$ 22,000
2	**Employ full-Time Social Science instructor**		50,000
3	**Convert Director, Electronics Engineering (Level II) to Director, Engineering Technologies (Level III)**		1,766
4	**Convert 10-month PPT OMA position to 12-month full-time**		16,800
5	**Explore and purchase unused aspects of WebAdvisor (Academic Planning)**		10,000
6	**Employ a full-time Electrical Lineman instructor**		51,200
7	**Employ a full-time HRD Coordinator/Instructor**		50,000
8	**Employ 12-month PPT faculty for Watauga (NUR)**		20,000
9	**Convert permanent part-time Watauga administrative assistant to full-time**		9,682
10	**Convert one part-time math instructor to permanent part-time**		28,583
11	**Employ full-time nine month Culinary Arts Instructor**		**34,000**
12	**Website redesign**		2,000
13	**Employ part-time Testing Administrator on Watauga campus**		20,000
14	**Convert science lab technician to full-time instructor**		18,769
15	**Employ part-time Medical Director for EMS programs**		24,000
	Total Ranked Priorities		$358,800
	Total ranked priorities and off the top		**$783,800**

Caldwell Community College Technical Institute
2014-2015 Institutional Plan of Action

Institutional Priority	Strategic Plan Reference	Strategy for Improvement Title	Program	Documentation of Need
OTT	1.2.2.c 3.1.1.a	Medical Assisting Program	Health Sciences	College has been approved to offer AAS in Medical Assisting. Funds needed for one full-time faculty position and operational expenses.
1	4.2.4.a	PT (20-hr) Grant Assistant Position	Office of Institutional Effectiveness and Research	There is no centralized resource 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. In addition, 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. Outside of grant duties, can assist with other state, federal, and accreditation reporting requirements.
2	4.2.3.b	Full Time Social Science Instructor	Humanities and Social Sciences	Since 2005, the need for PSY classes has not declined. With the new CAA and the requirement of PSY 150 for all health science programs as well as a choice for a Social Science core, this need remains. The need for Early college and Middle college sections continues to grow and is at an all time high of scheduling 4 sections specifically for this population. With the college restructuring, the department chair now only teaches 1 section per semester. It continues to be a challenge to find qualified individuals to teach these classes, particularly during the day. Currently, Spring 2014, on the Hudson campus only, there are 6 sections (each fills at registration) taught by adjunct instructors of a total of 11 seated offerings. This is 54% of PSY classes at the Hudson campus being taught by adjunct faculty: a ratio too large for satisfying SACs recommendations. Additionally, PSY is one the new CAA premajor choices. This will require offering students 5 different PSY classes every 2 years. There is not enough full time faculty to cover all the high school programs and the upper level PSY courses. Therefore, the need for PSY classes will continue to INCREASE.
3	1.2.2.a	Convert Electronics Engineering Director Level II to Level III	Electronics Engineering Technology	Level of coordination equivalent to other industrial and business directors who coordinate multiple programs. Position requires extensive coordination with outside agencies for STEM initiatives.

Caldwell Community College Technical Institute
2014-2015 Institutional Plan of Action

Institutional Priority	Strategic Plan Reference	Strategy for Improvement Title	Program	Documentation of Need
4	4.2.3.a	Convert 10 mo. PPT OMA position to 12 mo. FT	Ophthalmic Medical Assistant	OMA students have a 5 day a week clinical course in the summer semester. The clinical coordinator needs to visit the sites regularly and oversee certification exam review sessions. Program Director is also Department Chair which entails significant time and responsibility outside of the program. Implementation of a new Medical Assistant program will be her responsibility. Summer program responsibilities for both faculty include annual revision of program manual and new student orientation. Department Chair maintains over 150 clinical affiliation agreements.
5	2.1.3.a 2.1.3.b 2.2.1.c	Web Advisor (Academic Planning)	Enrollment Management / CIS	Academic Planning is a crucial piece needed to enhance services that promote student success.
6	2.1.1.b 4.2.3.a	Expand Electrical Lineman Program	Electrical Lineman	Hire a full-time Logistics Specialist/ Instructor to meet the growing demands for scheduling and logistics as the program continues to grow. The position would also require the individual to be certified to instructor various credentialing courses.
7	2.2.1.c	Full-Time HRD Coordinator	Human Resources Development (HRD)	The Human Resource Development (HRD) program has been incorporated into every career pathway offered in the Corporate and Continuing Education Department to improve the soft skills of graduates. HRD has also started making strides into various Curriculum programs such as Accounting, Nursing, and Physical Therapy. This has resulted in a dramatic increase in the amount of hours of instruction, coordination, planning, and developing for each new course. An additional position is needed to meet the demand for this program.
8	1.2.1.a	Approval for 12 month permanent part-time faculty position. (Watauga)	Nursing	The Affordable Healthcare Act limits work (contact) hours for part-time instructors. A permanent part-time position is needed (30 hrs. per week), in order to maintain enrollment at present levels.
9	2.2.1.a	Convert Watauga Administrative Assistant Position from PPT to FT	Adult Education	This position has new and increased responsibilities due to CCR departmental changes. Adequate front desk coverage in the Watauga CCR-AE Center is currently not possible. Additional responsibilities for Academic Success have been added.

Caldwell Community College Technical Institute
2014-2015 Institutional Plan of Action

Institutional Priority	Strategic Plan Reference	Strategy for Improvement Title	Program	Documentation of Need
10	1.2.2.b 2.2.2.a	30-hour Permanent Part-time Developmental Math Instructor-Watauga	Academic Success	The system-wide developmental redesign has led to the restructuring of the way developmental math classes are being taught. On both campuses there is a demand for more and more math module classes to be taught in an emporium setting where as many as eight different math modules are taught simultaneously in a classroom. Currently, there are two emporium classes being taught on both campuses in addition to the traditional instructor led classes. On the Watauga campus there are 60 sections of developmental math modules being taught spring semester with the majority being emporium sections. A permanent position is needed to ensure that the growing demand for emporium classes can be met. In addition, the Caldwell campus currently has a full-time developmental math position which provides consistency and continuity for emporium classes and traditionally structured classes and the same need is prevalent on the Watauga campus. The position would also be shared with the curriculum math department if the need arises. The cost of this conversion is $28,403 above the current cost of the position.
11	1.2.1.a	Full Time 9 Month Culinary Arts Instructor	Culinary Arts	Spring enrollment has increased indicating a need to expand course offerings. Possible expansion to Watauga and continued growth at HCAM along with small applicant pool of qualified instructors justify this need.
12	4.1.1.a	Website Redesign	Marketing and Communications	Compliance with ADA, Update and improve design. Have an outside business to survey the website and prepare suggestions/proposal.
13	4.1.1.a 4.2.2.a 4.2.3.a	Hire PT Testing Administrator - Watauga	Testing and Assessment	In order for things to run smoothly in the testing center there needs to be one person who is responsible for giving instructor tests and placement tests. We also need a person who is a certified Pearson Vue test Administrator. The staff of Student Services has been trying to take turnsin the operation ofthe testing center but there have been mistakes and no consistency. I think a part-time testing administrator would alleviate some of these problems.

Caldwell Community College Technical Institute
2014-2015 Institutional Plan of Action

Institutional Priority	Strategic Plan Reference	Strategy for Improvement Title	Program	Documentation of Need
14	1.2.2.a 1.2.2.b 1.2.2.c	Convert science lab tech to full time instructor (12 mo.)	Math and Natural Sciences	With the loss of several biology positions and the increased demand for BIO 163 due to program changes, the ability to utilize lab technicians to instruct lectures in addition to labs will increase course offerings.
15	4.1.1.a	Hire Part-time Medical Director for EMS Programs	EMT/Paramedic	At the present, medical direction is provided as a courtesy through a partnership with Caldwell County EMS. For accreditation purposes, it is suggested that the best practice would be to have a Medical Director on the payroll to insure a more measurable level of commitment to our institution.

2014-2015 Plan of Action
Office of the President

Division Priority	Prog. Priority	Strategy for Improvement Title	Program	Strategy for Improvement	Documentation of Need	Total Strategy Cost	Expense Categories
1	1	Foundation: Professional Development	The Foundation	Conference professional development funds (NC Cord)		$1,500.00	Professional Development
2	2	Institutional Vending Funds	Office of the President	Vending for: * Employee Kickoff $5,200 * Employee Christmas Luncheon $2,900 * Employee Christmas Card $600 * Employee Candy $800 * Faculty/Staff Graduation Meal $1,100 * Executive Council Retreat $300 * Board Lunches $2,000 * Plaques Retiring Board Members $150 * Faculty/Staff Awards $800 * Careers in Focus Luncheon $600 * Co-op Leadership Luncheon $1,650 * Program Advisory Committee Meetings (42) $4,200		$20,800.00	Vending

2014-2014 Budget Worksheet
Office of the President -

Division Priority	Prog. Priority	Strategy for Improvement Title		Personnel	Computers	Comp. Software	Equipment	Facilities	Other	Prof. Development	Vending
1	1	Foundation Professional Development	2014-2015 Costs:							$1,500.00	
			2015-2016 Costs:							*$1,500.00*	
2	2	Institutional Vending	2014-2015 Costs:								$20,800.00

2014-2015 Plan of Action
Office of the Executive Vice President

May, 2014

Division Priority	Prog. Priority	Strategy for Improvement Title	Program	Strategy for Improvement	Documentation of Need	Total Strategy Cost	Expense Categories
1	1	**PT (20-hr) Grant Assistant Position**	Office of Institutional Effectiveness and Research	Part-time (20 hours) professional to handle expanded IE&R services (grant assistance to the institution and other IER assistance as needed). *Previously prioritized at the institutional level but not funded*	There is no centralized resource 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. In addition, 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. Outside of grant duties, can assist with other state, federal, and accreditation reporting requirements.	$22,000.00	Personnel
2	4	**Give IR Supervisor Responsibilities**	Office of Institutional Effectiveness and Research	Give the IR position a "Coordinator" role in OIER with direct responsibility over survey team staff (two part-time positions in OIER)	Already serves as unofficial supervisor for the survey team. Outside of a few larger projects that require full office participation, the two part-time staff work on surveys. Moving the IR into an official supervisor role will help give her formal decision-making power, give her responsibility over performance evaluations, and hopefully strengthen her position over research and data analysis for the institution.	??	Personnel
3	4	**International Education Director/ Coordinator**	Global Diversity Committee	Establish position of international education director/coordinator	Appropriate personnel on-campus could be identified and given work reduction to provide leadership, cohesion, direction and support for implementation of identified activities. Establishment of a grant writer/international director position to assist with funding necessary for the integration of global issues/study opportunities with the curriculum. Position description attached. Option A: Work load reduction $3,200 Option B: Full time position $54,000 Option C: Permanent Part Time Positions $33,000	??	Personnel
	1	**Funds for International Travel**	Global Diversity Committee	Provide funds for international travel for faculty, staff and students	Continue to support and promote Faculty/student opportunities to visit/study in other countries including but not limited to Brazil and Ireland. - Brazil Trip scheduled June 2015 - Camino de Santiago, Spain spring 2015 Expand Language Immersion and Cultural Studies programs/travel abroad opportunity for CCCTI students.	$6,000.00	Other Costs

2014-2015 Plan of Action
Office of the Executive Vice President

May, 2014

Division Priority	Prog. Priority	Strategy for Improvement Title	Program	Strategy for Improvement	Documentation of Need	Total Strategy Cost	Expense Categories
	2	**Support for Professional Development (GDC)**	Global Diversity Committee	Provide support, financial and in house, for professional development of staff/faculty	Leverage CCCTIs ties to World View to engage staff more deeply in global issues. Leverage CCC&TIs ties to NC Association of International Educators. Continue manage the Global Distinction program at CCCTI. Incentivize faculty in-house professional development promoting global and diversity awareness using 21st century educational standards. Investigate the establishment of an international faculty/staff exchange Fulbright or other. Investigate/Identify areas on campus for Global Activities such as an on campus language center with language training modules, etc. *World View Conferences 4 faculty x 3 times/yr: $3500 *Faculty In-house Presentations: $500	$4,000.00	Other Costs
	3	**Support Student Activities Promoting Global Perspectives**	Global Diversity Committee	Provide support of student activities which promote global perspectives	International Education Week Activities; Basic Skills/SGA annual Multicultural Fair; International Citizens Student Association; Global Scholar Initiative; Student engagement with guests from CCCTI's partner colleges in other countries such as Brazil (hosting meals, etc.); International and Diversity Film Series; Investigate a sustainability group/subcommittee. *International Education Week: $200 *Film Series: $600 *ASU Coffee Hour: $200	$1,150.00	Other Costs
	2	**Update Laptop for IR**	Office of Institutional Effectiveness and Research	Purchase laptop for IR that is powerful but portable for use in meetings, presentations, and when traveling to conferences.	Current laptop used by IR is large and heavy and not easily transportable. Part of the IR position requires attendance at frequent meetings, a variety of institutional and external presentations, and travel to multiple conferences in and out of state each year. Need something with enough power to still function for data collection, analysis, and reporting but thinner and lighter for travel.	$1,000.00	Computers
	3	**Purchase Camtasia Licenses for Training**	Office of Institutional Effectiveness and Research	Purchase 3 Camtasia Studio licenses for IE Director, IR, and Program Asst. (173.50 ea.)	Now that Compliance Assist has been fully implemented and Tableau is in the process of replacing survey and data reporting, OIER will need to serve as the institutional resource for training and support in this software. To ensure faculty and staff have access to such training and support in a timely manner, OIER will be creating a bank of tutorial videos and documents for quick reference and initial training and support.	$555.63	Computer Software
	5	**Compliance Assist Training and Resources**	Office of Institutional Effectiveness and Research	Offer Compliance Assist training and support to employees at the college through workshops, Camtasia tutorials, and one-on-one interaction	Now that IE processes are completed using Compliance Assist software, office will be responsible for not only managing processes but also providing training and support for software.		

2014-2015 Plan of Action
Office of the Executive Vice President

May, 2014

Division Priority	Prog. Priority	Strategy for Improvement Title	Program	Strategy for Improvement	Documentation of Need	Total Strategy Cost	Expense Categories
	6	**Tableau Training and Resources**	Office of Institutional Effectiveness and Research	Offer Tableau training to employees at the college through workshops, Camtasia tutorials, and one-on-one interaction	With Tableau reporting replacing all survey and data reporting out of the IR office, faculty and staff will need training and support in basic use of Tableau Reader and how to read and interpret data reported. In addition, training will increase awareness of data analysis opportunities available with Tableau.		
	7	**Update and Disseminate Reports using Tableau**	Office of Institutional Effectiveness and Research	Continue to use Tableau to update and disseminate reports. Focus on developing new Annual Data Report and Student Evaluation of Instruction Reports using Tableau.			
	8	**Institutional Effectiveness Webpage**	Office of Institutional Effectiveness and Research	Build Institutional Effectiveness webpage as a central area to use for storing IE process resources, training, and reports for access by college stakeholders.	With new training and support resources and increased reporting for the college, a central location for access is needed.		
	9	**Institutional Research Webpage**	Office of Institutional Effectiveness and Research	Build Institutional Research webpage as a central area to use for storing data and reports for access by college stakeholders.	With new training and support resources and increased reporting for the college, a central location for access is needed.		
	1	**Tractor for Snow Removal**	Watauga Administrative Support and Facilities Services	Purchase a tractor with snow blower, snow plow blade, and bucket attachments	The placement of the new building on the Watauga campus will add hundreds of feet of sidewalk to that which already exist, and all will need to remain clear of snow for safe operation of the campus. The tractor would also allow the operator to remain in the vehicle compartment instead of spending extended hours in the cold weather elements. *This is a carryover from last year's POA.	$45,500.00	Equipment
	2	**Purchase Self-Contained Floor Stripper**	Watauga Administrative Support and Facilities Services	Purchase a self-contained floor stripper	The addition of the new building with tile floors compounds the necessity for floor stripping and waxing during instructional hours. A self-contained stripper, strips as it moves containing all the dust and water within its path. This allows stripping to occur without the building or classroom being empty.	$6,000.00	Equipment
	3	**Purchase 4-Wheel Drive Truck with Snow Plow Blade**	Watauga Administrative Support and Facilities Services	Purchase 4-Wheel Drive Truck with snow plow blade	This vehicle is necessary for the growing needs of the Watauga campus to move materials, perform maintenance, and assist in weather related issues. This is a carryover from three previous POAs.	$45,000.00	Equipment
	4	**Purchase a Curb Sweeper**	Watauga Administrative Support and Facilities Services	Purchase a curb sweeper	The curb sweeper is needed to maintain the cleanliness and appearance of the campus grounds. Due to high velocity winds daily debris needs to be removed from the parking and sidewalk areas.	$10,000.00	Equipment

2014-2015 Plan of Action
Office of the Executive Vice President

May, 2014

Division Priority	Prog. Priority	Strategy for Improvement Title	Program	Strategy for Improvement	Documentation of Need	Total Strategy Cost	Expense Categories
	5	**Upgrade PT Facility Operations Worker to 30 Hour PPT**	Watauga Administrative Support and Facilities Services	Upgrade Part-Time Facility Operations Worker to a 30 Hour Permanent Part-Time Facility Operations Worker	The addition of a new building on the Watauga campus, with the grounds and sidewalks around the building, increases the need for additional staffing hours to maintain the building and grounds. *This is a carryover from last year's POA.	$25,550.00	Personnel
	6	**Repair and Repaint Damaged Exterior**	Watauga Administrative Support and Facilities Services	Repair and Repaint Damaged Exterior Portions of the Instructional Facility	Exposure to extreme weather conditions over time has resulted in extensive damage to the exterior of the instructional facility. This was listed as completed on a previous POA but very little work was completed. *This is a carryover from three previous POAs.	$8,000.00	Facilities
	7	**Replace Several Sections of Sidewalk**	Watauga Administrative Support and Facilities Services	Replace Several Sections of Sidewalk that are Crumbling	This is a student safety issue. Exposure to extreme weather conditions and salt applications for ice control over time has resulted in extensive damage to several sections of sidewalk. *This is a carryover from last year's POA.	$1,650.00	Facilities
	8	**Repair Sections of Existing Parking Lots**	Watauga Administrative Support and Facilities Services	Repair Sections of Existing Parking Lots Around Instructional Facilities	Exposure to extreme weather conditions over time has resulted in extensive damage to the parking lot. This was listed as completed on a previous POA but only a small section of holes was repaired at that time. *This is a carryover from last year's POA.	$38,000.00	Facilities
	9	**Restripe the Parking Lot**	Watauga Administrative Support and Facilities Services	Restripe the Parking Lot if the Lot is Approved for Resurfacing	If the parking lot is resurfaced then restriping will be necessary for safety and maximum parking capability. *This is a carryover from last year's POA.	$2,400.00	Facilities
	10	**Re-caulk Joints in the Sidewalks**	Watauga Administrative Support and Facilities Services	Re-caulk Joints in the Sidewalks	Without the caulk in the sidewalk joints exposure to extreme weather conditions over time will result in damage requiring replacement of the sidewalk. The wide joints in some of the sidewalks are a safety hazard. *This is a carryover from last year's POA.	$500.00	Facilities

2014-2015 Budget Worksheet
Office of the Executive Vice President -

May, 2014

Division Priority	Prog. Priority	Strategy for Improvement Title		Personnel	Computers	Comp. Software	Equipment	Facilities	Other	Prof. Development	Vending
1	1	PT (20-hr) Grant Assistant Position	2014-2015 Costs:	$22,000.00							
			2015-2016 Costs:	*$23,000.00*							
2	4	Give IR Supervisor Responsibilities	2014-2015 Costs:								
			2015-2016 Costs:								
3	4	International Education Director/ Coordinator	2014-2015 Costs:								
			2015-2016 Costs:								
	1	Funds for International Travel	2014-2015 Costs:						$6,000.00		
			2015-2016 Costs:						########		
	2	Support for Professional Development (GDC)	2014-2015 Costs:						$4,000.00		
			2015-2016 Costs:						########		
	3	Support Student Activities Promoting Global Perspectives	2014-2015 Costs:						$1,150.00		
			2015-2016 Costs:						########		
	2	Update Laptop for IR	2014-2015 Costs:		$1,000.00						
	3	Purchase Camtasia Licenses for Training	2014-2015 Costs:			$555.63					
	1	Tractor for Snow Removal	2014-2015 Costs:				$45,500.00				
	2	Purchase Self-Contained Floor Stripper	2014-2015 Costs:				$6,000.00				
	3	Purchase 4-Wheel Drive Truck with Snow Plow Blade	2014-2015 Costs:				$45,000.00				
	4	Purchase a Curb Sweeper	2014-2015 Costs:				$10,000.00				
	5	Upgrade PT Facility Operations Worker to 30 Hour PPT	2014-2015 Costs:	$25,550.00							
			2015-2016 Costs:	*$25,550.00*							
	6	Repair and Repaint Damaged Exterior	2014-2015 Costs:					$8,000.00			
	7	Replace Several Sections of Sidewalk	2014-2015 Costs:					$1,650.00			
			2015-2016 Costs:					*$1,050.00*			
	8	Repair Sections of Existing Parking Lots	2014-2015 Costs:					$38,000.00			
	9	Restripe the Parking Lot	2014-2015 Costs:					$2,400.00			
	10	Re-caulk Joints in the Sidewalks	2014-2015 Costs:					$500.00			
			2015-2016 Costs:					*$250.00*			

CALDWELL COMMUNITY COLLEGE & TECHNICAL INSTITUTE

Director, Global Education (Draft)

Definition

1. Facilitate, coordinate, and help streamline the efforts of faculty and staff who are engaged in global projects/travel, with and without students. This may include guidance of maintaining records on student travel (insurance forms, releases, and payments), promoting campus opportunities, acting as liaison with state system office travel efforts, securing visas where required, and acting as the "office" through which all paperwork, timelines, and questions are channeled.
2. Serve as an International Student Advisor to coordinate activities for international students.
3. Engage in marketing activities to increase the number of international students attending CCC&TI.
4. Promote study abroad opportunities for students, faculty, and staff.
5. Create linkages with other institutions to provide global opportunities for students, faculty and staff.
6. Write grants, provide professional development, facilitate integration of global issues within curriculum campus-wide.
7. Support global initiative efforts.
8. Attend professional development to ensure documentation requirements are being met.

This position should report directly to the Executive Vice President, whose responsibility is to provide leadership, cohesion, direction, and support for implementation of identified activities. The position is

A. to be established at a level for making decisions and recommending appropriate directions to institutional leadership
B. reflects and links the two-way global flows – CCC&TI students studying/traveling abroad, and international students coming to CCC&TI.

Education

Master's Degree from an accredited university with three to five years relevant experience

2014-2015 Plan of Action -
Continuing Education and Workforce Development -

May, 2014

Division Priority	Prog. Priority	Strategy for Improvement Title	Program	Strategy for Improvement	Documentation of Need	Total Strategy Cost	Expense Categories
1	1	**Expand Program**	Electrical Lineman	Hire a full-time Logistics Specialist/ Instructor to meet the growing demands for scheduling and logistics as the program continues to grow. The position would also require the individual to be certified to instructor various credentialing courses.		$50,000.00	Personnel
2	3	**Repair Driving Range**	Truck Driver Training	Repair and patch driving range at TAPS Center.	Driving range has several holes and soft spots caused by poor prep of ground before paving. We are unable to use the area for testing as required by the state. As new sites are added, it is necessary for the testing range to be expanded.	$15,000.00	Facilities
3	1	**Hire Part-time Medical Director**	EMT/Paramedic	Hire a part-time Medical Director for EMS programs.	At the present, medical direction is provided as a courtesy through a partnership with Caldwell County EMS. For accreditation purposes, it is suggested that the best practice would be to have a Medical Director on the payroll to insure a more measurable level of commitment to our institution.	$24,000.00	Personnel
4	1	**Implementation of Industrial Maintenance program**	Industrial Maintenance	Develop and implement an Industrial Maintenance program to respond to the request from businesses and industries requesting qualified personnel to replace their aging work force in the industrial maintenance service area. Jobs exist now that are currently going unfilled due to a lack of qualified individuals.		$40,000.00	Personnel, Equipment
5	4	**Replace Auditorium Draperies**	J.E. Broyhill Civic Center	Replace main curtain, black scrim, and blackout draperies.	Current draperies are nearing the end of life and no longer meetin fire retardant requirements.	$35,000.00	Equipment
6	3	**Ambulance Wrap**	EMT/Paramedic	Improve EMS course awareness by utilizing ambulance as marketing tool.	The ambulance can be used as a means to gain awareness of our EMS programs to those who are unaware we offer EMT Basic and Paramedic courses. In addition to classroom uses can be displayed at events such as Safety Festival to gain attention to program.	$4,000.00	Other Costs
7	1	**Have two Instructors in every Nurse Aide 1 evening class in Hudson**	Nurse Aide I	Utilize two instructors in every Nurse Aide 1 evening class in Hudson to improve instruction for students.	This is a critical need if our students are to be able to pass their state competency test. Usually, 20 students are enrolled in evening Nurse Aide 1 classes in Hudson. Currently, we have one part-Time Instructor teaching M, W, Th; one part-time instructor teaching on Tuesdays; and one part-time Instructor teachingfor a few hours on average once per week or a couple timesmonthly. This class desperately needs two instructors Monday through Thursday due to the number of students per class and the number of skills taught and checked-off per students, per class. Students have voiced complaints/concerns that having only one Instructor in a class of this size limits their ability to learn the required material; that they are not able to confidently learn, practice, and pass-off on skills necessary for them to pass the State competency exam with Pearson Vue. To improve passing rates for first time test takers, this improvement will be necessary.	$22,979.44	Personnel

2014-2015 Plan of Action - Continuting Education and Workforce Development -

Division Priority	Prog. Priority	Strategy for Improvement Title	Program	Strategy for Improvement	Documentation of Need	Total Strategy Cost	Expense Categories
8	3	**Human Anatomy Body Parts**	Massage Therapy	Purchase additional instructional props to help students identify the basic structures of the body, muscle origins, and insertion point. These props/parts are needed for the expanded Massage Therapy program on the Watauga campus.		$5,088.00	Equipment
9	2	**Construct a Mock Electrical Substation**	Electrical Lineman	Mock electrical Substation would expose the students to a de-energized mock substation for electrical distribution and improve their career options and meet employer needs.	Students need exposure to a mock substation because they are currently required to travel offsite to observe a working system ,which cannot be de-energized to allow students to practice.	$20,000.00	Other Costs
10	1	**Mechanical Room Renovation at the NCWorks, CPPC**	Career Planning and Placement Center	The NCWorks Career Planning and Placement Center located in the Commerce Center would be better able to utilize the limited space in the mechanical room by moving the fire wall back closer to the equipment. A new wall would be built at the end of the hallway to close in a new Records Room. This space can be used as a workroom/mailroom/storage room and would be accessible only to staff.		$10,000.00	Facilities
11	2	**Full-Time HRD Coordinator**	Human Resources Development (HRD)	The Human Resource Development (HRD) program has been incorporated into every career pathway offered in the Corporate and Continuing Education Department to improve the soft skills of graduates. HRD has also started making strides into various Curriculum programs such as Accounting, Nursing, and Physical Therapy. This has resulted in a dramatic increase in the amount of hours of instruction, coordination, planning, and developing for each new course. An additional position is needed to meet the demand for this program.		$65,790.00	Personnel
12	4	**Purchase Updated Equipment**	Truck Driver Training	Purchase several pieces of equipment for expansion and replacement of older units.	Each additional training site required at least 3 range and 3 road tractors and trailers. We have at least 3 tractors and trailers that need to be replaced with updated equipment.	$20,000.00	Equipment
13	1	**Expansion of program**	Welding	Continue to expand and improve the welding program to meet employer needs. Additional certifications and improvements will be explored. To meet the demands of the CU certificate, CCE, and high school programs, a full-time instructor will need to be hired.		$85,000.00	Personnel, Equipment
14	1	**Develop curriculum to meet local industry need.**	Upholstery & Sewing	Work with local industry to address need by developing and refining sewing curriculum that meets the needs of both industry and working students.	Companies such as Bernhardt, Fairfield Chair, Macrary Modern, BeoCare, ATSI, etc have expressed a growing concern over the aging out of professionally trained industrial sewers. There are current job openings at each of these companies and the need will continue to grow.	$5,000.00	Equipment, Facilities
15	1	**Enhance Course Awareness**	Fire, Rescue, and EMS	Expand current marketing to promote courses.	Currently, we miss potential students who are unaware of course offerings. We need to better promote our training calendar for courses and notify agencies and personnel of courses with a more complete email group.		

2014-2015 Budget Worksheet
Continuing Education and Workforce Development

May, 2014

Division Priority	Prog. Priority	Strategy for Improvement Title		Personnel	Computers	Comp. Software	Equipment	Facilities	Other	Prof. Development	Vending
1	1	Expand Program	2014-2015 Costs:	$50,000.00							
			2015-2016 Costs:	*$50,000.00*							
2	3	Repair Driving Range	2014-2015 Costs:					$15,000.00			
3	1	Hire Part-time Medical Director	2014-2015 Costs:	$24,000.00							
			2015-2016 Costs:	*$24,000.00*							
4	1	Implementation of Industrial Maintenance program	2014-2015 Costs:	$10,000.00							
			2015-2016 Costs:	*$10,000.00*							
5	4	Replace Auditorium Draperies	2014-2015 Costs:					$35,000.00			
6	3	Ambulance Wrap	2014-2015 Costs:						$4,000.00		
7	1	Have two Instructors in every Nurse Aide 1 evening class in Hudson	2014-2015 Costs:	$22,979.44							
			2015-2016 Costs:	*$22,979.44*							
8	3	Human Anatomy Body Parts	2014-2015 Costs:				$5,088.00				
			2015-2016 Costs:				*$5,088.00*				
9	2	Construct a Mock Electrical Substation	2014-2015 Costs:						$20,000.00		
10	1	Mechanical Room Renovation at the NCWorks, CPPC	2014-2015 Costs:					$10,000.00			
11	2	Full-Time HRD Coordinator	2014-2015 Costs:	$65,790.00							
			2015-2016 Costs:	*$65,790.00*							
12	4	Purchase Updated Equipment	2014-2015 Costs:				$20,000.00				
13	1	Expansion of program	2014-2015 Costs:	$55,000.00			$30,000.00				
			2015-2016 Costs:	*$55,000.00*							
14	1	Develop curriculum to meet local industry need.	2014-2015 Costs:					$3,000.00	$2,000.00		
15	1	Enhance Course Awareness	2014-2015 Costs:								

2014-2015 Plan of Action - Curriculum and Adult Education -

May, 2014

Division Priority	Prog. Priority	Strategy for Improvement Title	Program	Strategy for Improvement	Documentation of Need	Total Strategy Cost	Expense Categories
1	1	**Full Time Social Science Instructor**	Humanities and Social Sciences	Since 2005, the department has been short a psychology instructor.	Since 2005, the need for PSY classes has not declined. With the new CAA and the requirement of PSY 150 for all health science programs as well as a choice for a Social Science core, this need remains. The need for Early college and Middle college sections continues to grow and is at an all time high of scheduling 4 sections specifically for this population. With the college restructuring, the department chair now only teaches 1 section per semester. It continues to be a challenge to find qualified individuals to teach these classes, particularly during the day. Currently, Spring 2014, on the Hudson campus only, there are 6 sections (each fills at registration) taught by adjunct instructors of a total of 11 seated offerings. This is 54% of PSY classes at the Hudson campus being taught by adjunct faculty: a ratio too large for satisfying SACs recommendations. Additionally, PSY is one the new CAA premajor choices. This will require offering students 5 different PSY classes every 2 years. There is not enough full time faculty to cover all the high school programs and the upper level PSY courses. Therefore, the need for PSY classes will continue to INCREASE.	$50,000.00	Personnel
2	1	**Convert science lab tech to full time instructor**	Math and Natural Sciences	Convert science lab technician to faculty position while maintaining lab tech responsibilities. (12 months)	Our Caldwell lab technician does a great job with managing our labs and he teaches labs. He has obtained his MA degree and will be needed to teach lectures as well as labs. This is especially true since we have just lost a full-time biology position. If we fail to make this conversion, it is likely that we will lose him to another institution within the next year or two.	$18,769.00	Personnel
3	1	**30-hour Permanent Part-time Math Instructor-Watauga**	Academic Success	Create a 30-hour permanent part-time developmental math instructor position for the Watauga campus.	The system-wide developmental redesign has led to the restructuring of the way developmental math classes are being taught. On both campuses there is a demand for more and more math module classes to be taught in an emporium setting where as many as eight different math modules are taught simultaneously in a classroom.Currently, there are two emporium classes being taught on both campuses in addition to the traditional instructor led classes. On the Watauga campus there are 60 sections of developmental math modules being taught spring semester with the majority being emporium sections. A permanent position is needed to ensure that the growing demand for emporium classes can be met. In addition, the Caldwell campus currently has a full-time developmental math position which provides consistency and continuity for emporium classes andtraditionally structured classes and the same need is prevalent on the Watauga campus.The position would also be sharedwith the curriculum math department if the need arises. The cost of this conversion is $28,403 above the current cost of the position.	$52,191.00	Personnel
4	4	**Acquisition of Simulation Lab for Watauga Nursing**	Nursing	Acquisition of Simulation Lab for Watauga Nursing.	The addition of nursing simulation technology would enable faculty to provide adequate space and consistent instruction at both campuses. NCBON expectation is that both campuses have equal access to learning experiences.	$5,000.00	
5	3	**ACF Regional Conference + Membership and Training**	Culinary Arts	Involved with ACF to help get students accredited with the ACF culinary program, this will help the students with job placement	Involved with ACF to help get students accredited with the ACF culinary program, this will help the students with job placement	$7,000.00	Other Costs, Professional Development

2014-2015 Plan of Action -
Curriculum and Adult Education -

May, 2014

Division Priority	Prog. Priority	Strategy for Improvement Title	Program	Strategy for Improvement	Documentation of Need	Total Strategy Cost	Expense Categories
6	1	**Budget: Professional Development**	Early Childhood Education	To provide the funding for the early childhood faculty to attend the NAEYC Annual Conference Expo in Dallas Texas, November 5-8, 2014	To enhance instructor knowledge and to improve instruction in the college classroom.	$3,500.00	Professional Development
7	1	**Hire One Full Time Instructor**	Electrical Systems Technology	Hire a full time instructor to work in the EET, Electrical Systems Tech, BMET and MET programs	Increased enrollment. With the increased workload in these programs another instructor is a necessity. Currently running lab classes with 30 students. This is too many.	$58,000.00	Personnel
8	1	**Restore full-time clinical coordinator**	Nuclear Medicine Technology	Restore full-time clinical coordinator position.	Restoring the position to full-time will enhance the programs ability to service the clinical aspects of the program and enhance classroom instruction. This will become increasingly important if plans to collaborate with Surry Community College and offer classes on both campuses materializes.	$55,000.00	Personnel
9	2	**Full 9 Month Culinary Arts Instructor**	Culinary Arts			$34,000.00	Personnel
10	2	**Microscope repair**	Math and Natural Sciences	Repair microscopes on both campuses.	Microscope repair needs to be conducted each year so that microscopes remain in good working condition. We currently have several microscopes which are broken or unusable. Beginning in 2015-16, the plan will be to alternate campuses each year to spread the overall costs over two years rather than one.	$4,000.00	Equipment, Other Costs
11	1	**FT Music Position**	Music and Music Education	Add full-time music position (continued from previous 8 POAs)	With the reduction to 12 contact hours per adjunct instructor and the loss of the permanent part-time music instructors on both Campuses, this action would serve to consolidate many part-time positions, insure effectiveness and consistency of instruction, as well as to expand program offerings. Adding a full time Music position will help with recruitment of new students and retention of current students. Additionally, MUS 110 and MUS 112 are part of the new CAA-UGETC and is taught to students in the Early and Middle College. MUS courses taught by part time: *F13 - Hudson campus = 5 courses PSA Hudson campus = 5 courses Watauga campus = 5 courses Total = 15 courses *Sp13 - Hudson campus = 7 courses PSA Hudson campus = 7 courses Watauga campus = 4 courses DL = 1 course Total = 19 courses	$53,000.00	Personnel

2014-2015 Plan of Action - Curriculum and Adult Education -

Division Priority	Prog. Priority	Strategy for Improvement Title	Program	Strategy for Improvement	Documentation of Need	Total Strategy Cost	Expense Categories
12	1	**Provide salary parity for staff teaching faculty loads**	College and Career Readiness	Some staff members in College and Career Readiness who teach 9-22 hours per weekand work a 40 hour work week are not paid at faculty levels. There are three individuals who teach loads equal to or greater than faculty in addition to coordinating different AE program areas. The cost of re-categorizing these positions would come from Basic Skills block grant and would be less than the salary amounts of those who are retiring. Job descriptions are attached and salary conversion charts are included.	See attached job descriptions and conversion chart	$46,701.00	Personnel
13	4	**Change part time to full**	Collision Repair and Refinishing Technology	Change James from part time to full.	Money	$35,118.00	
14	1	**Renovate lab area**	Cardiovascular Sonography	Renovate lab and classroom area into one large lab, add projector and screen	Remove wall between small classroom and lab to create larger scanning lab. This will allow more room for the students to learn independent scanning techniques. Addition of a computer, projector and screen will allow instructor to show students a visual image of the scanning anatomy they are expecting the students to obtain.	$3,000.00	Computers, Equipment, Facilities
15	2	**Contract Extension for Dev Ed Faculty**	Academic Success	Contract Extension to 12 months for DRE and DMA faculty positions	Currently, there are no 12-month DevEd positions; therefore, part-time faculty must be used in the summer. Contract extensions would foster consistency and continuity of instruction for DRE and DMA students through all three semesters. In addition, FTE will now be earned for developmental education courses for summer semester; therefore, additional classes may be offered increasing the demand for faculty in theses areas. Further, with lower enrollments in developmental courses, adjunct faculty is not consistently used and may not be reliably available for summer work. There is one DRE and one DMA position to be converted.	$25,000.00	Personnel

2014-2015 Budget Worksheet - Curriculum and Adult Education -

May, 2014

Division Priority	Prog. Priority	Strategy for Improvement Title		Personnel	Computers	Comp. Software	Equipment	Facilities	Other	Prof. Development	Vending
1	1	Full Time Social Science Instructor	2014-2015 Costs:	$50,000.00							
			2015-2016 Costs:	*$50,000.00*							
2	1	Convert science lab tech to full time instructor	2014-2015 Costs:	$18,769.00							
			2015-2016 Costs:	*$18,769.00*							
3	1	30-hour Permanent Part-time Math Instructor-Watauga	2014-2015 Costs:	$52,191.00							
			2015-2016 Costs:	*$52,191.00*							
4	4	Acquisition of Simulation Lab for Watauga Nursing	2014-2015 Costs:								
5	3	ACF Regional Conference + Membership and Training	2014-2015 Costs:						$1,000.00	$6,000.00	
			2015-2016 Costs:						*$1,000.00*	*$6,000.00*	
6	1	Budget: Professional Development	2014-2015 Costs:							$3,500.00	
7	1	Hire One Full Time Instructor	2014-2015 Costs:	$58,000.00							
			2015-2016 Costs:	*$58,000.00*							
8	1	Restore full-time clinical coordinator	2014-2015 Costs:	$55,000.00							
			2015-2016 Costs:	*$55,000.00*							
9	2	Full 9 Month Culinary Arts Instructor	2014-2015 Costs:	$34,000.00							
			2015-2016 Costs:	*??*							
10	2	Microscope repair	2014-2015 Costs:						$4,000.00		
			2015-2016 Costs:						*$4,000.00*		
11	1	FT Music Position	2014-2015 Costs:	??							
			2015-2016 Costs:	*??*							
12	1	Provide salary parity for staff teaching faculty loads	2014-2015 Costs:	$46,701.00							
			2015-2016 Costs:	*$46,701.00*							
13	4	Change part time to full	2014-2015 Costs:	??							
			2015-2016 Costs:	*??*							
14	1	Renovate lab area	2014-2015 Costs:		$400.00		$800.00				
15	2	Contract Extension for Dev Ed Faculty	2014-2015 Costs:	$25,000.00							
			2015-2016 Costs:	*$25,000.00*							

CALDWELL COMMUNITY COLLEGE & TECHNICAL INSTITUTE

DIRECTOR, ESL

Class specifications are intended to present a descriptive list of the range of duties performed by employees in the class. Specifications are not intended to reflect all duties performed within the job.

DEFINITION

To perform a wide variety of responsible and confidential administrative duties, to work with all areas of the institution to provide placement, counseling and program services to ESL students, to develop and recruit and implement multi-level ESL classes in the community, to provide classroom instruction, to review and develop curriculum for ESL students, and to develop activities to promote diversity and cultural awareness within the college community.

SUPERVISION RECEIVED AND EXERCISED

Receives supervision from the Department Chair, Basic Skills.

May exercise direct supervision over ESL instructional staff.

ESSENTIAL AND MARGINAL FUNCTION STATEMENTS-

Essential and other important responsibilities and duties may include, but are not limited to, the following:

Essential Functions:

1. To coordinate the ESL program including instructor and classroom supervision, curriculum development, student services, and general administrative duties.

2. Assist in the development of the ESL instructional schedule, special courses and programs; ensure the ESL instructional program meets the needs of the community; initiate new courses, programs and grants.

3. Review applications, hire, and supervise the ESL instructional staff of the Basic Skills Department.

4. Assist in evaluation of activities and operations of the ESL program; evaluate and ensure that operations meet the goals and objectives of the college and the needs of the student population; monitor program systems and procedures.

5. Participate in the development of the Basic Skills work plan; participate in work activities, projects and programs; coordinate work products, methods and procedures to ensure that the needs of the ESL population are addressed.

6. Provide leadership in the orientation of part-time faculty members who will be working with the ESL population.

7. Supervise and monitor the assessment process of the ESL students including initial placement and post-testing according to state regulations.

8. Provide on-going staff development for the instructors on the ESL staff.

9. Teach 9-12 hours per week.

10. Be available to substitute for instructors in the ESL program occasionally if needed.

11. Participate in the academic program's efforts to recruit and retain students; participate in the review and revision of program publications, publicity and other community relations activities.

12. Participate in the selection, use and maintenance of equipment and facilities assigned to the program.

13. Attend various meetings, seminars and conferences; make presentations to outside agencies as a representative of the college; stay abreast of new developments in the assigned area of study.

14. Develop, review and approve new program proposals for ESL.

15. Schedule regular office hours for consultation with students and faculty; ensure availability during non-scheduled hours by appointment.

16. Serve as a liaison between the immigrant population and the other college student services to encourage a smooth transition from Basic Skills to Continuing Education or curriculum classes for those students who are eligible.

Marginal Functions:

1. Serve on a variety of committees and study groups; research and develop recommendations related to academic and instructional programs; maintain contact with business, industry, and professional organizations for the purpose of keeping instructional programs current with occupational or academic field.

2. Participate in the development and delivery of public information efforts; support college functions/cultural activities; assist in the placement of students.

3. May assist in student registration process.

4. Perform other duties as assigned.

QUALIFICATIONS

Knowledge of:

- Principles and techniques of classroom instruction.
- The mission, goals and objectives of CCC&TI
- Classroom and laboratory instructional techniques and procedures.
- Principles and procedures of record keeping.
- Principles and techniques involved in test development and administration.
- Safe work practices and procedures.
- English usage, spelling, grammar and punctuation.
- Modern office procedures, methods, and computer equipment.
- Current trends, research and development in the area of assignment.
- Pertinent federal, state and local laws, codes and regulations.

Ability to:

- Interpret and apply college and assigned division goals, objectives, policies, procedures, rules and regulations.
- Contribute to the development of academic mission, goals and objectives which compliment those of the college.
- Prepare clear and concise administrative and financial reports.
- Interpret and apply Federal, State and local policies, laws, and regulations.
- Communicate clearly and concisely, both orally and in writing.
- Establish and maintain effective working relationships with those contacted in the course of work.
- Interpret, explain, and enforce departmental policies and procedures.
- Work independently in the absence of supervision.
- Provide classroom and laboratory instruction to students.
- Follow all safety rules and regulations of the Department.
- Understand and follow oral and written instructions.
- Operate a variety of mechanical equipment in a safe and effective manner.
- Maintain physical condition appropriate to the performance of assigned duties and responsibilities which may include the following:
- Standing or sitting for extended periods of time
- Moderate lifting and carrying
- Operating assigned equipment.
- Maintain effective audio-visual discrimination and perception needed for:
- Making observations
- Reading and writing
- Operating assigned equipment
- Communicating with others
- Handling varied tasks simultaneously
- Maintain mental capacity which permits:
- Making sound decisions and using good judgment
- Demonstrating intellectual capabilities
- Effectively handle a work environment and conditions which involve:
- Working closely with others
- Periodically working irregular hours

Experience and Training Guidelines

Any combination of experience and training that would likely provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would be:

Experience:
ESL teaching experience required.

Training:
Bachelor's degree from an accredited college or university. Some ESL coursework preferred.

WORKING CONDITIONS

Environmental Conditions:

Office, classroom or computer lab environment; working closely with others; periodically working irregular hours.

Physical Conditions:

Essential and marginal functions may require maintaining physical condition necessary for standing, walking or sitting for prolonged periods of time; moderate lifting; general manual dexterity; ability to distinguish color; exposure to computer screens.

*Paid from Block Grant

Melissa Darling	Benefit Costs	Current Director ESL Staff 12 months	Estimate Director ESL (Level 2) Faculty 12 months	Difference
Monthly Rate		$ 3,585.75	$ 4,463.00	**$ 877.25**
Annual Salary	12	$ 43,029.00	$ 53,556.00	**$ 10,527.00**
Health Insurance	$ 432.66	$ 5,191.92	$ 5,191.92	**$ -**
Retirement Cost	14.69%	$ 6,320.96	$ 7,867.38	**$ 1,546.42**
FICA	7.65%	$ 3,291.72	$ 4,097.03	**$ 805.32**
Total		**$ 57,833.60**	**$ 70,712.33**	**$ 12,878.73**

- Paid from EL/Civics grant

This is an estimate only. Any change in job classification must go through the approval process.

CALDWELL COMMUNITY COLLEGE & TECHNICAL INSTITUTE

Coordinator Career Pathways, Instructor

*Class specifications are intended to present a descriptive list of the range of duties performed by employees in the class. Specifications are **not** intended to reflect all duties performed within the job.*

DEFINITION

To coordinate and oversee Career Pathways Programs including the implementation grant initiatives; to coordinate assigned activities other college programs, divisions, departments and outside agencies; and to provide highly responsible and complex administrative support to the Basic Skills Department Chair.

SUPERVISION RECEIVED AND EXERCISED

Receives direction from the CCR/Adult Education Director and College and Career Readiness Department Chair
May exercise technical and functional supervision over instructional and clerical staff.

ESSENTIAL AND MARGINAL FUNCTION STATEMENTS--*Essential and other important responsibilities and duties may include, but are not limited to, the following:*

Essential Functions:

1. Coordinates all facets of Career Pathways, including but not limited to Basic Skills Plus.

2. Coordinates transition efforts of Success Coach, Transition Advisor, and instructional staff as they relate Adult Education Career Pathways and transition to post-secondary training.

3. Tracks students as required for Basic Skills Plus.

4. Maintains records, prepare reports as required.

5. Maintains a regular work schedule and works collaboratively with curriculum areas to advance program goals.

6. Works collaboratively with Recruitment/Retention Coordinator, Instructional Coordinators/Directors concerning students' academic progress.

7. Connects students to appropriate internal and external support services

8. Identifies and maintains linkages with appropriate business and industry, Workforce Development Boards, Economic Development Commissions to establish partnerships, provide opportunities for student co-ops, internships and job sampling.

9. Acts as liaison for Career Pathways with Curriculum and Continuing Education programs.

10. Provides information about services available through CCC&TI Career Pathways to community; assists in developing new programs for Basic Skills; provides counseling for students when appropriate; attends workshops and training sessions.

10. Provides instruction in classroom and labs 9-12 hours per week.

11. Keeps abreast of current developments and trends in adult education.

12. Works closely with GED Director/Student Success Coach to identify students who are candidates for Basic Skills Plus and other workforce development educational opportunities.

13. Works closely with Career Planning and Placement Center, Human Resources Development, counseling and advisement services, and identified employers to help provide successful transitions for students into post-secondary and/or employment.

Marginal Functions:

1. Serve on a variety of committees and study groups.
2. Serve on a variety of community committees or task forces as the college representative.
3. Assist in student registration and graduation.
4. Assist in the training of literacy staff in the use of technology.
5. Assist in curriculum development.
6. Perform other duties as assigned

QUALIFICATIONS

Knowledge of:

- Grant implementation procedures and reporting.
- Principles and techniques of classroom instruction.
- The mission, goals and objectives of CCC&TI.
- Principles and procedures of record keeping.
- Principles and techniques involved in test development and administration.
- Safe work practices and procedures.
- Operational characteristics of equipment and tools used in the area of work assigned.
- English usage, spelling, grammar and punctuation.
- Modern office procedures, methods and computer equipment.
- Current trends, research and development in the area of assignment.
- Pertinent federal, state and local laws, codes and regulations.

Ability to:

- Contribute to the development of academic mission, goals and objectives which compliment those of the college.
- Interpret and apply Federal, State and local policies, laws, and regulations.
- Communicate clearly and concisely, both orally and in writing.
- Establish and maintain effective working relationships with those contacted in the course of work.
- Interpret, explain, and enforce departmental polices and procedures.
- Work independently in the absence of supervision.
- Provide classroom instruction to students.
- Follow all safety rules and regulations of the Department.
- Understand and follow oral and written instructions.

- Maintain physical condition appropriate to the performance of assigned duties and responsibilities which may include the following:
    - *standing, walking or sitting for extended periods of time*
    - *moderately heavy lifting and carrying*
    - *operating assigned equipment.*
- Maintain effective audio-visual discrimination and perception needed for:
    - *making observations*
    - *reading and writing*
    - *operating assigned equipment*
    - *communicating with others*
    - *handling varied tasks simultaneously.*
- Maintain mental capacity which permits:
    - *making sound decisions and using good judgment*
    - *demonstrating intellectual capabilities.*
- Effectively handle a work environment and conditions which involve:
    - *working closely with others*
    - *periodically working irregular hours.*

Experience and Training Guidelines

Any combination of experience and training that would likely provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would be:

Experience:

Two years of increasingly responsible experience in Basic Skills, workforce development or closely related fields.

Training:

Bachelor's degree from an accredited college or university.

WORKING CONDITIONS

Environmental Conditions:

Office or classroom environment; working closely with others; periodically working irregular hours.

Physical Conditions:

Essential and marginal functions may require maintaining physical condition necessary for standing, walking or sitting for prolonged periods of time; moderately heavy lifting and carrying; general manual dexterity; exposure to computer screens.

Jennifer Foster	Benefit Costs	Current Coordinator, Career Pathways Staff 12 months	Estimate Faculty 12 months	Difference
Monthly Rate		$ 3,292.58	$ 4,328.00	**$ 1,035.42**
Annual Salary	12	$ 39,510.96	$ 51,936.00	**$ 12,425.04**
Health Insurance	$ 432.66	$ 5,191.92	$ 5,191.92	**$ -**
Retirement Cost	14.69%	$ 5,804.16	$ 7,629.40	**$ 1,825.24**
FICA	7.65%	$ 3,022.59	$ 3,973.10	**$ 950.52**
Total		**$ 53,529.63**	**$ 68,730.42**	**$ 15,200.79**

CALDWELL COMMUNITY COLLEGE & TECHNICAL INSTITUTE

EL/CIVICS COORDINATOR, CCR MARKETING

*Class specifications are intended to present a descriptive list of the range of duties performed by employees in the class. Specifications are **not** intended to reflect all duties performed within the job.*

DEFINITION

To coordinate the services of the EL/Civics grant programs in Caldwell and Watauga Counties; to coordinate assigned activities with other college programs, divisions, departments and outside agencies; and to provide highly responsible and complex administrative support to the ESL Director and College and Career Readiness (CCR) Department Chair.

SUPERVISION RECEIVED AND EXERCISED

Receives direction from ESL Director and CCR Department Chair.

Exercises technical and functional supervision over EL/Civics staff and support staff.

ESSENTIAL AND MARGINAL FUNCTION STATEMENTS—Essential and other important responsibilities and duties may include, but are not limited to, the following:

ESSENTIAL FUNCTIONS:

Instructional

1. Teach 15 hours per week.

2. Provide education and related activities in order for students to develop the skills necessary to participate in English speaking society.

3. Coordinate instructional components of EL/Civics grant

Coordination

1. Coordinate the planning and supervision of the EL/CIVICS program; assist with the scheduling and monitoring of EL/CIVICS classes; supervision of the procurement of classroom and other materials needed for EL/CIVICS; assist with the maintenance of accurate and complete records for LEIS; and coordinate the acquisition and maintenance of instructional supplies, materials, and equipment and their accurate inventory.

2. Assist in the evaluation of activities and operations of the EL/CIVICS program; evaluate and ensure that operations of the support services meet the goals and objectives of the college; monitor EL/CIVICS student enrollment data and program data; research and develop potential programs and class sites; carry out functions of grant proposal.

3. Participate in the development of the CCR work plan; participate in work activities, projects and programs; coordinate work products, methods and procedures.

4. Assist with the negotiations to establish classes by determining the needs of the interested parties; ensure smooth operations of classes; coordinate various projects within the operation of the classes.

5. Provide leadership in the orientation for new instructors.

6. Make public appearances to provide information to community organizations and groups about the services offered by EL/CIVICS.

7. Identify and develop class sites by working with interested parties and community leaders to determine needs of employees, employers, and prospective students; assess class sites, and recruit students via appropriate marketing strategies.

8. Work with CCR recruiter and campus personnel to advertise EL/CIVICS offerings; coordinate efforts to assist students with career development and to inform them of transition services at CCC&TI; and coordinate orientation of new students to services and availability of EL/CIVICS classes.

9. Attend various meetings, seminars, and conferences; make presentations at such as appropriate; stay abreast of new developments in assigned areas of responsibility; lead the training of the EL/CIVICS faculty and staff in the continued goal of quality faculty and staff development.

Marketing/Recruiting:

1. Develop and coordinate, under the direction of the CCR Department Chair and program directors, the implementation of the departmental recruiting plan. Assures that CCR Department recruiting activities are effectively coordinated with Marketing and Communications Department.

2. Disseminates information to community agencies, community sites, and public schools in Caldwell and Watauga Counties each semester; assists in identifying success stories of current students in local newspapers.

3. Assists with publicity on radio, TV and newspapers, including writing and distributing PSA's to local radio stations in both counties, and developing commercials for cable TV.

4. Designs a variety of promotional materials to be distributed throughout the service area to recruit students.

5. Coordinates CCR Recruitment activities with those of the institution.

6. Makes presentations about CCR to various organizations.

7. Coordinates all GED/AHS graduation publicity.

Marginal Functions:

1. Serve on a variety of committees and study groups.
2. Serve on a variety of community committees or task forces as the college representative.
3. Research and develop recommendations related to academic and instructional programs.
4. Assist in student registration and graduation.
5. Assist in the training of EL/CIVICS staff in the use of technology.
6. Assist in curriculum development.

7. Perform other duties as assigned.

QUALIFICATIONS

Knowledge of:

- Principles and techniques of classroom instruction.
- The mission, goals and objectives of CCC&TI.
- Principles and procedures of record keeping.
- Safe work practices and procedures.
- Operational characteristics of equipment and tools used in the area of work assigned.
- Advanced principles and practices of instructional development and strategies.
- English usage, spelling, grammar and punctuation.
- Modern office procedures, methods and computer equipment.
- Current trends, research and development in the area of assignment.
- Pertinent federal, state and local laws, codes and regulations.

Ability to:

- Interpret and apply college and assigned division goals, objectives, policies, procedures, rules and regulations.
- Contribute to the development of academic mission, goals and objectives which complement those of the college.
- Prepare clear and concise administrative and financial reports.
- Interpret and apply Federal, State and local policies, laws, and regulations.
- Communicate clearly and concisely, both orally and in writing.
- Establish and maintain effective working relationships with those contacted in the course of work.
- Interpret, explain, and enforce departmental policies and procedures.
- Work independently in the absence of supervision.
- Follow all safety rules and regulations of the department.
- Understand and follow oral and written instructions.
- Operate a variety of mechanical equipment in a safe and effective manner.
- Maintain physical condition appropriate to the performance of assigned duties and responsibilities which may include the following:
    - standing, walking or sitting for extended periods of time
    - moderate lifting and carrying
    - operating assigned equipment.
- Maintain effective audio-visual discrimination and perception needed for:
    - making observations
    - reading and writing
    - operating assigned equipment
    - communicating with others
    - handling varied tasks simultaneously.
- Maintain mental capacity which permits:
    - making sound decisions and using good judgment
    - demonstrating intellectual capabilities.
- Effectively handle a work environment and conditions which involve:

- working closely with others.

Experience and Training Guidelines

Any combination of experience and training that would likely provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would be:

Experience:

Two years of increasingly responsible teaching and/or counseling experience at a post-secondary level.

Training:

Master's degree from an accredited college or university with major course work in ESL, education or related field.

WORKING CONDITIONS

Environmental Conditions:

Office or classroom environment; working closely with others.

Physical Conditions:

Essential and marginal functions may require maintaining physical condition necessary for standing, walking or sitting for prolonged periods of time; moderate lifting; general manual dexterity; exposure to computer screens.

Beverly Marcellin	Benefit Costs	Current EL/Civics/ Marketing Staff 12 months	Estimate Faculty 12 months	Difference
Monthly Rate		$ 3,241.59	$ 4,510.00	**$ 1,268.41**
Annual Salary	12	$ 38,899.08	$ 54,120.00	**$ 15,220.92**
Health Insurance	$ 432.66	$ 5,191.92	$ 5,191.92	**$ -**
Retirement Cost	14.69%	$ 5,714.27	$ 7,950.23	**$ 2,235.95**
FICA	7.65%	$ 2,975.78	$ 4,140.18	**$ 1,164.40**
Total		**$ 52,781.05**	**$ 71,402.33**	**$ 18,621.27**

2014- 2015 Plan of Action
Facility Services -

May, 2014

Division Priority	Prog. Priority	Strategy for Improvement Title	Program	Strategy for Improvement	Documentation of Need	Total Strategy Cost	Expense Categories
1	1	**Replace maintenance hand tools as needed**	Facilities Services	Replace maintenance hand tools as needed	Worn out tools/eq.	$3,000.00	Equipment
2	2	**Custodial Equipment**	Facilities Services	Custodial Equipment	Continue to replace and upgrade eq.	$5,000.00	Equipment
3	3	**Small utility cart/tractor shed**	Facilities Services	Dry storage for equipment to allow more room in shop.	Old faded lines.	$75,000.00	Facilities
4	4	**Restripe parking areas**	Facilities Services	Restripe parking areas.	Old faded lines.	$300.00	Other
5	5	**Begin renovation of buildings D & S.**	Facilities Services	Begin renovation of buildings D & S.	Relocating new programs.	$200,000.00	Facilities
6	6	**Pressure wash areas on campus and Civic Center.**	Facilities Services	Pressure wash areas on campus and Civic Center.	Clean as needed.		
7	7	**Three study rooms for library**	Facilities Services	Three study rooms for library.	Continued library renovations.	$25,000.00	Facilities
8	8	**Need VAV boxes for Allied Health & child development.**	Facilities Services	Need VAV boxes for Allied Health and child development.	Eliminate the humidity in these rooms.	$29,000.00	Facilities
9	9	**Replace software for mechanical equipment in H & K facilities.**	Facilities Services	Replace software for mechanical equipment in H & K facilities.	Replace Johnson Control software w/Tracer	??	
10	10	**Add one car to motor fleet.**	Facilities Services	Add one car to motor fleet.	Replace high mileage car.	$25,000.00	??
11	11	**Courier vehicle (4WD)**	Facilities Services	Courier vehicle (4WD)	Replace high mileage vehicle.	$30,000.00	??
12	12	**Sidewalk Repair.**	Facilities Services	Sidewalk repair.	Repair worn areas of sidewalk.	$3,000.00	Other
13	13	**Repair any damaged exterior areas of Instructional Facility.**	Facilities Services	Repair any damaged exterior areas of Instructional Facility.	Repair as needed area identified.	$5,000.00	Facilities
14	14	**Restripe areas of parking lot.**	Facilities Services	Restripe areas of parking lot.	Old faded lines.	$300.00	Other
15	15	**Re-caulk joints in sidewalk.**	Facilities Services	Re-caulk joints in sidewalk.	Re-caulk as needed.	$3,000.00	Other
16	16	**Window replacement in Basic Skills Center (13)**	Facilities Services	Window replacement in Basic Skills Center (13)	Replace	??	
17	17	**Fill any parking lot cracks**	Facilities Services	Fill any parking lot cracks.	To prevent further damage by weather.	$2,000.00	Other

2014-2015 Budget Worksheet -
Facilty Services -

May, 2014

Division Priority	Prog. Priority	Strategy for Improvement Title		Personnel	Computers	Comp. Software	Equipment	Facilities	Other	Prof. Development	Vending
1	1	Replace maintenance hand tools as needed	2014-2015 Costs:				$3,000.00				
2	2	Custodial Equipment	2014-2015 Costs:				$5,000.00				
3	3	Small utility cart/tractor shed	2014-2015 Costs:					$75,000.00			
4	4	Restripe parking areas	2014-2015 Costs:						$300.00		
5	5	Begin renovation of buildings D & S.	2014-2015 Costs:					$200,000.00			
6	6	Pressure wash areas on campus and Civic Center.	2014-2015 Costs:								
7	7	Three study rooms for library	2014-2015 Costs:					$25,000.00			
8	8	Need VAV boxes for Allied Health & child development.	2014-2015 Costs:					$29,000.00			
9	9	Replace software for mechanical equipment in H & K facilities.	2014-2015 Costs:								
10	10	Add one car to motor fleet.	2014-2015 Costs:								
11	11	Courier vehicle (4WD)	2014-2015 Costs:								
12	12	Sidewalk Repair.	2014-2015 Costs:						$3,000.00		
13	13	Repair any damaged exterior areas of Instructional Facility.	2014-2015 Costs:					$5,000.00			
14	14	Restripe areas of parking lot.	2014-2015 Costs:						$300.00		
15	15	Re-caulk joints in sidewalk.	2014-2015 Costs:						$3,000.00		
16	16	Window replacement in Basic Skills Center (13)	2014-2015 Costs:								
17	17	Fill any parking lot cracks	2014-2015 Costs:						$2,000.00		

2014-2015 Plan of Action
Finance and Administration -

May, 2014

Division Priority	Prog. Priority	Strategy for Improvement Title	Program	Strategy for Improvement	Documentation of Need	Total Strategy Cost	Expense Categories
1	1	**Riskless Rental**	College Stores	Provide Riskless Rental option to students.	Books are expensive and our students are savvy. They are looking to outside sources to get their books other than purchasing them new from our college stores. The college stores are here to support students and would like to provide them options to reduce their costs. Hopefully students will appreciate the effort of the college to provide those choices. To provide students with in-house options should foster goodwill between the store and student and keep our share of the textbook market. This riskless rental should be tried.	??	
2	2	**Install Doorway**	College Stores	Install/insert new frame and door to create quick and efficient access to back storage area via sales floor.	Quicker access to backroom storage is necessary to create a more cohesive store environment. Safety issues are also a concern with the current limited access to the room provided at this time.	??	
3	3	**Update Store**	College Stores	Update store fixtures; replace carpet and re-fresh the overall look of the store.	The bookstore is 15+ years old. The fixtures (shelving, etc.) are weight weary and aged. The paint and walls are scarred and dirty. The carpet is stretched, shredding in places and very worn.	??	
4	4	**Go to Camex in 2015**	College Stores	Buyer and Director should participate in CAMEX (Campus Market Expo, collegiate trade show). Show will be in Atlanta in Feb. 2015.	CAMEX is the higher education retailing industrys largest tradeshow and educational event, featuring the newest innovations in more than 100 product categories targeted at 18-24 year-olds. It is preceded by two days of intensive retail education, speakers and special events. Having never attended this most attended meeting, the buyer and Director should attend while the event is so close to home.	??	
5	5	**Create Procedure Manual**	College Stores	Begin to develop a procedure manual accessible to bookstore employees via desk top computer. This will be a live, ever-changing manual with input from all cashiers as procedures are changed or created.	All bookstore employees need guidelines. Many make their own notes but they are incomplete or lost. Preparing an ever-changing live, easy to access document for all employees is a necessary and smart thing to do. Both campus stores will create their own Word Document.		
6	6	**Change Credit Card Provider**	College Stores	Investigate and possibly install new and safer (PCI Compliant) credit card processing software that would be "off" site and accessed through our Point of Sales System (POS).	This change has been highly recommended by many college bookstore directors and managers across the state as well as my POS (Point of Sale) Tech team. PCI compliance will be better met with Payware.	??	Computer Software
7	1	**Employee Performance Evaluation Process Improvement**	Human Resources	Standardize the Employee Performance Evaluation Process using Perform software from NEOGOV.	During Employee Performance Evaluation Training, many supervisors noted their dissatisfaction with our current system. Also, some departments are adding addendums, or have developed their own forms. The evaluation system should be standardized with all departments following the same procedure. The NEOGOV Perform software would tie into our current on-line application system. It would automate and streamlineouremployee evaluationprocess.Using this program, we can create template-based evaluation forms, allow supervisors/managers to sign off electronically on documents, track performance history and collaborate with managers. The cost is a recurring annual fee. NEOGOV has agreed to waive the implementation fee and is open to further negotiation of the cost. Training is done on line via webinars and learning modules.	$ 4,500.00	Computer Software

8	2	**Place organizational chart on the CCC&TI Employee Portal**	Human Resources	The Human Resources Department will provide an organizational chart that reflect the reporting structures of the institution onthe CCC&TI Employee Portal. These charts can be used as tools in planning, developing and directing the work of the institution.	Making the CCC&TI Organizational Chart available on the Employee Portal will allow employees to get an overall picture of the existing organizational structure. This will also provide a basis for planning and allow employees to see possible promotional channels. It would help new employees understand the reporting structure in the various departments. *There are no costs associated with this project.		

2014-2015 Budget Worksheet
Finance and Administration -

May, 2014

Division Priority	Prog. Priority	Strategy for Improvement Title		Personnel	Computers	Comp. Software	Equipment	Facilities	Other	Prof. Development	Vending
1	1.	Riskless Rental	2014-2015 Costs:								
2	2	Install Doorway	2014-2015 Costs:								
3	3	Update Store	2014-2015 Costs:								
4	4	Go to Camex in 2015	2014-2015 Costs:								
5	5	Create Procedure Manual	2014-2015 Costs:								
6	6	Change Credit Card Provider	2014-2015 Costs:								
7	1	Employee Performance Evaluation Process Improvement	2014-2015 Costs:			$4,500.00					
			2015-2016 Costs:			*$4,500.00*					
8	2	Place organizational chart on the CCC&TI Employee Portal	2014-2015 Costs:								

2014-2015 Plan of Action -
Student Services -

May, 2014

Division Priority	Prog. Priority	Strategy for Improvement Title	Program	Strategy for Improvement	Documentation of Need	Total Strategy Cost	Expense Categories
1	3	**Recruiting Plan**	Enrollment Management	Develop a recruitment plan that will help maintain steady enrollment growth.	Determine how to best utilize faculty/staff, resources and community relationships to continue steady growth.		
	4	**Innovate for new enrollments at CCC&TI**	TRIO	Innovate to generate enrollments at CCC&TI, within federal proscription against TRIO/ETS staffs recruiting for CCC&TI. Continue to vigorously support Transition Advisors work in high schools.	Institutional situation with FTE necessitates innovation and re-framing of existing programs.		
2	1	**Web Advisor (Academic Planning and Retention)**	Enrollment Management	Explore and Purchase unused components of Web Advisor. (Academic Planning and Retention)	Retention and Academic Planning are crucial pieces needed to enhance services that promote student success.	$30,000.00	Computer Software
	1	**Long Range Academic Planning**	Counseling and Advisement Services	Improve long range academic planning options for students seeking advising.	We do not currently have access to the long range academic advising modules, such as eAdvising, within WebAdvisor.		
3	1	**Testing - Watauga**	Testing and Assessment	We need to hire a part-time testing administrator on the Watauga Campus.			
4	1	**Enclosed Office**	Financial Aid	Provide walled-with-door office for FA Technician on Hudson Campus to allow for student privacy under FERPA.	An FA Technician continues to be located in open workroom area shared with FA Administrative Assistant and Work-Study Students, causing us to be unable to meet FERPA privacy need when that staff member is working with sensitive student issues. The staff member's work are on the Caldwell Campus is still unresolved, and the other staff member with this same issue on the Watauga Campus was resolved in 2011.	$8,000.00	Facilities
5	1	**Provide multicultural and diversity programs**	Student Activities	Provide multicultural and diversity programs to each campus at least once a semester..	Meet the objective to provide culturally diverse opportunities for students both in and out of the classroom. Meet the objective to encourage participation in cultural and global awareness opportunities.		
6	2	**Recruiting and Retention Teams**	Enrollment Management	Establish campus wide recruiting and retention teams.	Recruitment and Retention planning are crucial pieces needed to improve services to enhance student success.		
7	4	**Increased Career Counseling Watauga**	Counseling and Advisement Services	Increase prevalence of Career Counseling, especially on Watauga Campus	Looking only at MBTI administrations, we are at 0.357 per week on Watauga Campus and 3.75 per week on the Caldwell Campus, for the period of August '13 through February '14.		
8	8	**Professional Development**	Enrollment Management	Professional Development and training for staff. (CTPA Conference, Program of Studies training, Enrollment/Admission conferences).	Learn, Share and Discuss initiatives of CCC&TI while learning initiatives of other NC community colleges that may be useful to the college.	$3,000.00	Professional Development
9	2	**Improved Advisor Training**	Counseling and Advisement Services	The Academic Advising Center will provide improved advisor training to faculty and staff.	Aggregate data from the Support Services Survey -Faculty/Staff- Fall 2013, found only an 82.1% agreement rating for the item, "Advisor training sessions are thorough and effective."		
10	3	**Improved Student Advising**	Counseling and Advisement Services	The Academic Advising Centers will provide improved advising to students.	Of the students who received advising services through an Academic Advising Center, 93.6% reported being satisfied or very satisfied with advising, per the Student Satisfaction Survey- Fall 2013.		

2014-2015 Plan of Action
Student Services -

May, 2014

Division Priority	Prog. Priority	Strategy for Improvement Title	Program	Strategy for Improvement	Documentation of Need	Total Strategy Cost	Expense Categories
11	2	**Audio books**	Disability Services	Expand available technology for audio books as it evolves in order to increase access for students with disabilities with print disabilities.	Increasing numbers of Students with Disabilities qualify for this accommodation.	$2,500.00	Equipment
12	2	**9 Monitors for FA PCs**	Financial Aid	9 monitors for FA staff computers as part of front-end document processing (also the adaptors that plug in each computer to allow for the two monitors to function at the same time- current monitor and new monitors at each work-station). This makes it possible to scan, review and process comparison-related work on each student file, allowing a more paperless office.)	In order for both the Caldwell and Watauga Offices to have a seamless approach in response to student issues, inquiries, and file completion, the FAO is in need of a comprehensive document imaging solution that allows for imaging upfront. This would increase speed and accuracy in processing student data and in responding to questions. The students should be able to get an answer about file status or open issues 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. Additionally, the College has contracted with CFI/SPS to do verification processing on some FA files and imaging will be used by them affecting the College's aid office workflows. FA Staff need to be able to pull up scanned items on one monitor and other screens of data for that student on the other monitor for required comparison and correction work. Other Community Colleges doing the scanning upfront use two monitors for this reason. That means that in addition to monitors at workstations already, and additional monitor is required to accommodate the imaging-upfront workflows we need to employ.	$1,300.00	Equipment
13	3	**Health and Fitness in Watauga**	Student Activities	Provide opportunities for health and fitness activities on the Watauga Campus	Students need diverse programing outside of the classroom which focuses on success and personalized goal setting. Expanding opportunities to offer physical education will help with student retention and allow opportunities for personal goal setting.	$10,000.00	Equipment
14	3	**Dedicated FAX Line**	Financial Aid	Add a dedicated FAX line for the Caldwell FAO (this need is already completed in the Watauga FAO)	FERPA issues (parents and students FAX sensitive and confidential materials including letters, court documents, and tax forms to FA). Currently, sensitive documents intended only for FA workers are being faxed to an open workroom area away from the FA Office.Normally, such items should be faxed only to the FA Office directly to reduce the exposure of thoseitems to employees and student workersin work areas not related to FA. Additionally, with the new SPS service, students may need our office to fax a document on their behalf to SPS so their file can be completed since many students can't get to a fax machine themselves, or cost at public fax machines is a barrier.	$1,500.00	Facilities

2014-2015 Plan of Action - Student Services -

May, 2014

Division Priority	Prog. Priority	Strategy for Improvement Title	Program	Strategy for Improvement	Documentation of Need	Total Strategy Cost	Expense Categories
15	1	**TRIO/SSS grant 2014-15**	TRIO	Execute 5th year, beginning 9.1.14, of 5th grant-cycle of TRIO/SSS. Funding by U.S. government secured in 8.2010 Between October 2014 and January 2015, submit proposal for 6th grant cycle of TRIO/SSS (covering 9.1.2015-8.31.2020), in accord with U.S. Department of Education guidelines. Participate in COE proposal-writing training in August for TRIO/SSS grant competition.	December 2009 TRIO/SSS proposal cites need. Institutional financial constraints, 2014-15, necessitate generation of supplementary dollars to support students success. Securing a TRIO/SSS grant ($1.5M) grows ever more competitive. This COE training is offered to members (CCC&TI) at no charge.		
16	4	**Phone System Enhancement**	Financial Aid	Increase phone services to students by adding phone menu for student callers (enhancement to current phone system) Cost will vary depending on solution chosen for this school from vendors.	Increase phone services/features to students calling the offices by having menus that allow students to directly access a certain person or topic from a menu. This would be a system enhancement similar to phone systems now being used by some other community colleges in our area, in a effort to reduce wait times for responses on current topics.	??	Computer Software, Other Costs
17	6	**Admission Software for Health Science Programs**	Enrollment Management	Purchase admissions tracking software needed to enhance the Health Science Admissions process for students, faculty and staff.	Need something other than Datatel and more personnel to improve the Health Science Admissions management process.	$40,000.00	Computer Software
18	1	**Email Accommodation Notices**	Disability Services	In addition to preparing the hard copy accommodation letter forms and giving them to student to deliver to each instructor, Disability Services will notify each instructor of the student's need for accommodations via email. The email will include a line indicating the student should meet with the instructor since he or she will have "hard copy" forms for instructors to sign. Accommodations are not in place until the student delivers the hard copy of the accommodation form as an effort to encourage and continue student self-advocacy.	This method, combined with continued use of the paper copies, will insure instructors are notified in a timely manner of the need for accommodations. This method will also serve to teach SWD about the importance of self-advocacy.		
20	7	**Regular meetings with IT staff**	Enrollment Management	Establish regular meetings with IT staff to ensure technological enhancements are pursued and implemented.	Technological advances are crucial to the future of Enrollment Management.		
21	4	**Watauga SGA**	Student Activities	Provide Student Activities and Student Government Association with a physical space in Watauga to enhance program delivery.	With expanding physical space and steady enrollment SA & SGA need more secure work space to provide students with services. Expanding campus clubs need an area for meetings and to work on projects.		
22	4	**New Student Orientation Software**	Enrollment Management	Purchase New Student Orientation software and host.		$25,000.00	Computer Software

2014-2015 Plan of Action -
Student Services -

May, 2014

Division Priority	Prog. Priority	Strategy for Improvement Title	Program	Strategy for Improvement	Documentation of Need	Total Strategy Cost	Expense Categories
23	5	**Student Satisfaction Survey for CCP**	Counseling and Advisement Services	Initiate student satisfaction survey of Career and College Promise Students (other than Early and Middle College).	We are not presently reporting any isolated satisfaction results for CCP students exclusively.		
24	4	**SWD email**	Disability Services	Create new email groups in Portal of students with disabilities on each campus and update annually.	Use email access to assess current student needs, and improve the frequency and quality of communication between students and Disability Services.		
25	2	**National Society Of Leadership and Success**	Student Activities	Continue to provide the National Society of Leadership and Success speaker broadcasts to the campus communities, the opportunity for student to join and participate in learning communities through SNT groups and provide training through the program to members.	Students need diverse programing outside of the classroom which focuses on success and personalized goal setting.		
26	3	**Dream Award program**	TRIO	Manage Dream Award program as part of TRIO/ETS (Caldwell) and offer TRIO-type services to Dream Award recipients in Watauga, per established plan and agreement. Manage nomination, selection, awarding at schools processes for Dream Award activity in both counties.	The TRIO-type college-access services that TRIO/ETS provides to the Watauga Dream Award recipients cements their relationship to CCC&TI. Collaboration with CCC&TI Foundation leverages TRIO/ETS staff talent to manage the nomination and selection processes in both counties. This arrangement has been in place since spring 2010.	$10,000.00	Personnel
27	5	**10th iteration--TYLL**	TRIO	Prepare and execute 10th iteration of the TRIO Youth Leadership League (TYLL)	TRIO/ETS created and announced its TRIO Youth Leadership League in January 2006, and the first iteration of this competitive program was executed in May 2006. Each year, TRIO Youth Leaders study leadership, practice leadership, serve younger TRIO/ETS students, gain teamwork and fund-raising skills, gain financial literacy, and, through extraordinary travel opportunities, envision new futures for themselves and for Caldwell County. TRIO/ETS will seek external funding for TYLL 10.		
28	1	**Recruit and retain student athletes**	Athletics	Recruit and retain male and female student athletes to ensure both the men's and women's basketball team are competitive during the 2014-15 academic year.			
28	6	**NCCEOP in Asheville, November 9-11, 2014**	TRIO	Attend TRIOs NCCEOP meeting in Asheville, NC	NCCEOP is the state organization for TRIO professionals. As schedules and budgets allows, TRIO @ CCC&TI supports the state organization and learns from colleagues at the roughly 80 TRIO programs housed at NCs universities and community colleges.		
29	5	**Develop "One Stop"**	Enrollment Management	Develop plans that enhance the processes of admissions, testing, career counseling, registration, advising and retention. (One Stop process)	Becoming a One Stop for all incoming Curriculum students.		
30	2	**Testing - Caldwell**	Testing and Assessment	To continue to provide a quiet testing environment on the Hudson Campus.			

2014-2015 Budget Worksheet
Student Services -

May, 2014

Division Priority	Prog. Priority	Strategy for Improvement Title		Personnel	Computers	Computer Software	Equipment	Facilities	Other	Prof. Development	Vending
1	3	Recruiting Plan	2014-2015 Costs:								
1	4	Innovate for new enrollments at CCC&TI	2014-2015 Costs:								
2	1	Long Range Academic Planning	2014-2015 Costs:								
2	1	Web Advisor (Academic Planning and Retention)	2014-2015 Costs:			$30,000.00					
3	1	Testing - Watauga	2014-2015 Costs:								
4	1	Enclosed Office	2014-2015 Costs:					$8,000.00			
5	1	Provide multicultural and diversity programs	2014-2015 Costs:								
6	2	Recruiting and Retention Teams	2014-2015 Costs:								
7	4	Increased Career Counseling Watauga	2014-2015 Costs:								
8	8	Professional Development	2014-2015 Costs:							$3,000.00	
9	2	Improved Advisor Training	2014-2015 Costs:								
10	3	Improved Student Advising	2014-2015 Costs:								
11	2	Audio books	2014-2015 Costs:				$2,500.00				
12	2	9 Monitors for FA PCs	2014-2015 Costs:				$1,300.00				
13	3	Health and Fitness in Watauga	2014-2015 Costs:				$10,000.00				
14	3	Dedicated FAX Line	2014-2015 Costs:					$1,500.00			
15	1	TRIO/SSS grant 2014-15	2014-2015 Costs:								
16	4	Phone System Enhancement	2014-2015 Costs:								
17	6	Admission Software for Health Science Programs	2014-2015 Costs:			$40,000.00					
18	1	Email Accommodation Notices	2014-2015 Costs:								
20	7	Regular meetings with IT staff	2014-2015 Costs:								
21	4	Watauga SGA	2014-2015 Costs:								
22	4	New Student Orientation Software	2014-2015 Costs:								
23	5	Student Satisfaction Survey for CCP	2014-2015 Costs:								
24	4	SWD email	2014-2015 Costs:								
25	2	National Society Of Leadership and Success	2014-2015 Costs:								
26	3	Dream Award program	2014-2015 Costs:								
27	5	10th iteration--TYLL	2014-2015 Costs:								
28	1	Recruit and retain student athletes	2014-2015 Costs:								
28	6	NCCEOP in Asheville, November 9-11, 2014	2014-2015 Costs:								
29	5	Develop "One Stop"	2014-2015 Costs:								
30	2	Testing - Caldwell	2014-2015 Costs:								

2014-2015 Plan of Action
Technology and Instructional Support Services

May, 2014

Division Priority	Prog. Priority	Strategy for Improvement Title	Program	Strategy for Improvement	Documentation of Need	Total Strategy Cost	Expense Categories
1	8	**Website Redesign**	Marketing and Communications	Compliance with ADA, Update and improve design. Have an outside business to survey the website and prepare suggestions/proposal.		$2,000.00	Other Costs
2	1	**Maintenance/ Warranty Contracts Polycom**	Distance Learning	Purchase 3 year Maintenance/Warranty Contracts for Polycom Systems in B118, B134, B130 (2), B104, WC101, WOTF 103, WC 118, & Boardroom.	With the increase of Video Conference classrooms, it would benefit the department to have warranties on all the Polycom systems. This will ensure if a system goes down, we will have the ability to receive support or replace the item in a timely manner.	$40,000.00	Equipment
3	2	**PPT Librarian or PT hours**	Learning Resource Center	Establishing adequate staffing to allow time for regular and timely instruction at both campuses: Add an additional instructional librarian willing to work on both campuses (at least 30 hours, $43,035.66) *Or* Fund part-time staff hours in order to hire two floating or substitute staff with the ability for flexibility in scheduling (2 PT for $20,700).	Currently we offer orientations and instruction at both campuses, but the times we can offer instruction are limited by the need (especially in Watauga) to keep the LRC open 60+ hours each week. The 30hr professional position formerly held by Alison Beard has not been filled. Another professional dedicated to instruction or flexible par-professionals with library experience would allow us to provide instruction to classes when and where they need it, in the classroom, at the LRC locations, or in computer labs while still being able to offer assistance to students in the Library.	$43,035.00	Personnel
4	5	**Develop Mobile Version of Website**	Marketing and Communications	Make specific parts of the website accessible through a smartphone app		$5,000.00	Computer Software
5	1	**Software renewals and purchases**	Technology Support	Moodle Virtual Desktop licenses VMWare Infrastructure maintenance Administrative system, UNIX maintenance Security scans Portal add ons Phone system Adobe Connect			
6	2	**Improvements and additions to Datatel and portal**	Technology Support	Improvements and additions to Datatel and portal to assist and automate tasks in departments across campus. Implement mobile and the mycampus app, begin student self service and self service finance. Implement SAS software, hopefully pilot the SQL project.			

2014-2015 Plan of Action
Technology and Instructional Support Services

May, 2014

Division Priority	Prog. Priority	Strategy for Improvement Title	Program	Strategy for Improvement	Documentation of Need	Total Strategy Cost	Expense Categories
7	5	**Increase training workshops for faculty and Staff**	Distance Learning	Train faculty and staff in all areas of Distance Learning. Moodle workshops to increase campus awareness and to demonstrate to SACS the instructors of CCCTI are qualified to teach distance learning courses. * A review of the basics for instructors * Next-level training about the grade book * In-depth workshops about activities and resources * Basic computer skills workshops for instructors program.	Moodle Workshops- *Increase the understanding and campus awareness of Moodle. Also help the campus properly grip the potential of using Moodle effectively and efficiently. *Increase the faculty/staff usage of this tool by tracking number of trainings offered and number of attendees keep up with number of web-enhanced courses requested. *Offer multiple trainings each month for advanced users of Moodle to help incorporate advance features into their courses. *Setup online training using Moodle to help those faculty members who are unable to attend the face-to-face trainings. *Basic computer skills workshops to raise awareness in the areas of computer basics (ex. how to resize a screen, recognizing the minimize button, creating tables in Word.) This will help faculty be more efficient instructors, particularly those who are online.		
8	3	**Facilities updates for Caldwell LRC**	Learning Resource Center	Creation of instructional space within the Caldwell LRC by glassing in the former Reference Room. This area can also be used for Quiet Study during non-instruction periods. Adding three new study rooms along the wall between this instructional space and our computer area.	Students need to have opportunities to search the online catalog & databases while receiving instruction or orientations. The additional reduction in sound will allow this area to help us balance student needs for conversational and quiet areas with a single floor layout. Our two study rooms created out of former office space are in high demand. Additional spaces suitable for individual and small group study would permit more tutoring and group work in the library without disturbing other users.	$25,000.00	Facilities
9	4	**Expanding Electronic Resources**	Learning Resource Center	To offer additional electronic resources to our faculty, staff, and students. Having a well-rounded electronic collection is essential for our support of distance education and helps all CCC&TI members by providing access even when the LRC is closed.	A majority of Faculty and Staff requested that the LRC make improvement of online resources our first priority (IE Survey, Fall 2013). We would like to pursue Films on Demand as well as additional JSTOR materials.		
10	2	**Professional Development for all TISS staff**	Marketing and Communications	Provide professional development opportunities for all staff to be better prepared to serve students, faculty and other patrons.			
11	5	**Connect smart boards to instructor computers**	Technology Support	Network all smart boards to the instructor machines		$15,000.00	Other Costs
12	13	**Purchasing Plagiarism Software for Moodle**	Distance Learning	Purchasing Plagiarism Software for Moodle	This software will enhance CCCTI online instruction.	$40,000.00	Other Costs
13	8	**Continuing ED courses in Moodle**	Distance Learning	Initiate development of Continuing ED courses in Moodle	Increase the number of Con Ed Instructors trained in the use of Moodle and track implementation of the use of Moodle in Con Ed courses.		
14	5	**Marketing Library Resource Internally**	Learning Resource Center	Promotion of new and existing library resources through classroom visits, Wise-up Workshops, material displays, afternoon library orientations, and other departmental partnerships.	Faculty interest in LRC staff coming to speak about available resources during class. LRC staff interest in connecting with faculty course needs and using opportunities to learn from and better meet the needs of all CCC&TI programs.		

2014-2015 Plan of Action
Technology and Instructional Support Services -

May, 2014

Division Priority	Prog. Priority	Strategy for Improvement Title	Program	Strategy for Improvement	Documentation of Need	Total Strategy Cost	Expense Categories
15	6	**ADA improvements to LRC; Handicapped accessible door for Caldwell LRC**	Learning Resource Center	Make ADA improvements to the LRC: * Handicapped accessible door for Caldwell LRC * Software for designated PCs and laptops for online accessibility	While the main door to E building from the Breezeway has an automatic door opener, there is no easy have a way for our disabled students to enter the LRC. They often have to ask other students or staff to open the doors for them. (According to Tuesday Sigmon, we currently have 54 documented students with physical disabilities on campus, and the reality is probably higher). To add such an automatic door opener would cost around $10,000. To add an additional security gate to enable access to the other side of E-building through the library would cost approximately $11,000 for the gate plus $1000 in maintenance fees per year. Since we can facilitate access to the other side of E with staff, we propose to first implement the door opener to the main library and look to expanding access to the rest of the building in future years. In addition the LRC is looking to add software to designated PCs and laptops to make online resources more accessible in the Library. Currently we hope to do this with a mix of free software and items purchased with LRC funds.	$10,000.00	Facilities
16	8	**Improving Web-based Access to LRC Resources**	Learning Resource Center	Continue to work with the web development staff to improve the usability of the LRC webpage and online catalog. This will facilitate student access to all of the LRCs resources, print and electronic as well as creating multiple pathways for students to contact the library staff.	With help from Gary and Angie, we have removed almost all of the outdated information from our webpage. The main LRC page focuses on quick access to online resources and better directs students on how to contact library staff. Our goal for 2014-15 is to add tutorial and supplemental information, library policies, and to use the site to highlight our online and in-house collections.		
17	7	**Explore next channel of social media**	Marketing and Communications	LinkedIn, Snapchat, or Tumblr			
18	9	**Explore Online College Catalog to replace Catalog PDF**	Marketing and Communications	Enhance catalog viewing experience by adding search capability to view by campus, delivery type, etc.			
19	4	**New furniture/ carpet/ chairs for computer labs**	Technology Support	Chairs and carpet for Caldwell campus labs Chairs for Watauga campus labs		$40,000.00	Facilities
20	6	**Replace network infrastructure equipment**	Technology Support	Firewall, switches, phone system upgrade		$150,000.00	Equipment
21	3	**Equip faculty, staff, and student computer labs with the latest equipment and software**	Technology Support	Faculty/staff replacement: * 40 computers * Replace and install new smart room equipment across campuses * Lab rotation (if available) * 150 computers		$225,000.00	Equipment
22	6	**Bring Website and video production into compliance with ADA**	Marketing and Communications	Identify and develop a plan to deal with accessibility issues ie: closed captioning			

2014-2015 Budget Worksheet
Technology and Instructional Support Services -

May, 2014

Division Priority	Prog. Priority	Strategy for Improvement Title		Personnel	Computers	Computer Software	Equipment	Facilities	Other	Prof. Development	Vending
1	8	**Website Redesign**	2014-2015 Costs:						$2,000.00		
2	1	**Maintenance/Warranty Contracts Polycom**	2014-2015 Costs:				$40,000.00				
			2015-2016 Costs:				*$40,000.00*				
3	2	**PPT Librarian or PT hours**	2014-2015 Costs:	$43,035.00							
			2015-2016 Costs:	*$43,035.00*							
4	5	**Develop Mobile Version of Website**	2014-2015 Costs:			$5,000.00					
5	1	**Software renewals and purchases**	2014-2015 Costs:								
6	2	**Improvements and additions to Datatel and portal to assist and automate tasks in departments across campus.**	2014-2015 Costs:								
7	5	**Increase training workshops for faculty and Staff**	2014-2015 Costs:								
8	3	**Facilities updates for Caldwell LRC**	2014-2015 Costs:					$25,000.00			
9	4	**Expanding Electronic Resources**	2014-2015 Costs:						$10,000.00		
			2015-2016 Costs:						*$10,000.00*		
10	2	**Professional Development for all TISS staff**	2014-2015 Costs:								
11	5	**Connect smart boards to instructor computers**	2014-2015 Costs:						$15,000.00		
12	13	**Purchasing Plagiarism Software for Moodle**	2014-2015 Costs:						$40,000.00		
			2015-2016 Costs:						*$40,000.00*		
13	8	**Continuing ED courses in Moodle**	2014-2015 Costs:								
14	5	**Marketing Library Resource Internally**	2014-2015 Costs:								
15	6	**ADA improvements to LRC; Handicapped accessible door for Caldwell LRC**	2014-2015 Costs:					$10,000.00			
16	8	**Improving Web-based Access to LRC Resources**	2014-2015 Costs:								
17	7	**Explore next channel of social media**	2014-2015 Costs:								
18	9	**Explore Online College Catalog to replace Catalog PDF**	2014-2015 Costs:								
19	4	**New furniture/carpet/chairs for computer labs**	2014-2015 Costs:					$40,000.00			
20	6	**Replace network infrastructure equipment**	2014-2015 Costs:				$150,000.00				

2014-2015 Budget Worksheet
Technology and Instructional Support Services -

May, 2014

Division Priority	Prog. Priority	Strategy for Improvement Title		Personnel	Computers	Computer Software	Equipment	Facilities	Other	Prof. Development	Vending
21	3	**Equip faculty, staff, and student computer labs with the latest equipment and software**	2014-2015 Costs:				$225,000.00				
22	6	**Bring Website and video production into compliance with ADA**	2014-2015 Costs:								

Caldwell Community College & Technical Institute
Annual Assessment

Proving Institutional Effectiveness

Institutional Assessment Report 2012-2013.....p. 82-155
Institutional Assessment Plan 2013-2014.....p. 156-164
Instituional Achievement Plan for 2010-2014 Status Reprot.....p. 165-188 -

CCC & TI Policies and Procedures reviewed and approved by Executive Council on 5-05-14:

Progam Review and Administrative Committees.....p. 189 -
Procedures for Monitoring and Maintaining State Authorizations.....p. 190 -

Institutional Assessment Report for 2012-2013
Caldwell Community College and Technical Support -

Goal 1: To advance educational excellence			
Strategic Directive 1.1: To enhance student learning			
Method of Assessment	*Criteria for Success*	*Results of Assessment*	*Use of Results*
1. Curriculum students will complete or persist toward a post-secondary credential. *NCCCS Performance Measure F*	Each NCCCS-defined fall semester curriculum cohort will graduate, transfer to a senior institution, or be retained with 36 hours after six years, meeting at least the NCCCS set baseline. The cohort will be defined each fall based upon number of credential-seeking students (program code A, D, C) enrolled in curriculum courses for the first time after high school graduation Baseline: 28.6% Goal: 45.6% Note: Include reporting students who transfer without completing a degree. Includes previously dually enrolled at CCCTI and excludes previously enrolled at another college.	**2006 Cohort:** 30% graduated 3% returned 14% transferred 46.2% graduated, transferred, or returned System office rate = 41.1% **2005 Cohort:** 30% graduated 4% returned 9% transferred 43% graduated, transferred, or returned	Have increased % graduated, transferred, and retained over past few years: 2003 – 34% 2004 – 40% 2005 – 43% 2006 – 46% Exceeded system office goal of 45.6%. First year of new performance measures - will continue to monitor baseline and goal changes as system office makes adjustments.
2. Students enrolled in developmental math, reading or English courses will succeed in these courses.	80% of students who complete a developmental course will earn a grade of P. Note: 2012 Fall and 2013 Spring courses only (no 2013 Summer) Successful = A, B, C, D, IA, IB, IC, ID, IP, P Unsuccessful = F, CS, W, I Null grades removed from calculations (Status = NA, NP, X, C, D)	62.4% English (332/532) 64.2% Math (782/1217) 64.6% Reading (349/540) 63.9% Total succeeded in courses (1463/2289)	Criteria unmet. This measure used to be a critical success factor so wording matches old measure. With W, CS, etc. now included as unsuccessful grades, 80% is not a valid expectation of success. This measure will need to be reviewed and revised to match new course offerings and expectations.
3. Students previously enrolled in developmental English and/or reading courses will succeed in subsequent credit-bearing English courses. *NCCCS Performance Measure C*	Students previously enrolled in developmental English and/or reading courses will successfully complete with a grade "P", "C" or better in credit English courses upon first attempt, meeting at least the NCCCS set baseline. Baseline: 45.2% Goal: 74.9% Note: Includes students who took their first credit-bearing English class who also took a developmental English or reading class the same or previous year. Does not include students who do not attend class.	65.3% Total succeeded in subsequent courses System office rate = 64.5%	Well above the system office baseline and just above system average, but still below goal. With changes in developmental education, this measure will change as well. Will continue to monitor changes in performance measure and developmental success rates.

<table>
<tr>
<td>4. Students previously enrolled in developmental math will succeed in subsequent credit-bearing math courses.
NCCCS Performance Measure D</td>
<td>Students previously enrolled in developmental math courses will successfully complete a grade of “C” or better in credit math courses upon first attempt, meeting at least the NCCCS set baseline.

Baseline: 47.5%
Goal: 75.4%

Note: Includes students who took their first credit-bearing math class who also took a developmental math class the same or previous year. Does not include students who do not attend class.</td>
<td>71.8% Total succeeded in subsequent courses

System office rate = 64.1%</td>
<td>Well above the system office baseline and system average, but still just below goal.

With changes in developmental education, this measure will change as well. Will continue to monitor changes in performance measure and developmental success rates.</td>
</tr>
<tr>
<td>5. First-time test takers will succeed on state mandated licensure and certification exams.
NCCCS Performance Measure G</td>
<td>Students who take the following state-mandated licensure and certification exams will pass in the first attempt at taking the exam, meeting at least the NCCCS set baseline.
- Nuc. Med. Tech.
- Radiography
- COS Apprentice
- COS Instructor
- Cosmetology
- Manicurist
- Massage & Body Work
- Phys. Therapist Asst.
- Reg. Nursing
- BLET
- EMT, EMT-I, EMT-P

Baseline: 71%
Goal: 91.7%

Note: Passing rates for individual exams will be provided for informational purposes only
** Less than 5 test takers – not reported</td>
<td>76% = BLET
82% = COS Appr.
** = COS Instr.
85% = COS
60% = Massage
** = Manicurist
67% = NMT
100% = NUR
94% = PTA
100% = RAD
81% = EMT
71% = EMT-P
** = EMT-I

82.7% Total first-time test taker success

System office rate = 86.4%</td>
<td>Above baseline with multiple passing rates below goal and a few at or below baseline.

Now that the “not reported” number has dropped from 10 test takers to 5, it may be more likely to have exams with low first-time text taker passing rates (4/5 = 80% and 3/5 = 60%)

Look into ways to better ensure students are prepared right before taking an exam, since many can be taken well after graduation.</td>
</tr>
<tr>
<td>6. CCCTI students enrolled in the college transfer program will transfer to UNC institutions.</td>
<td>The transfer rate to UNC institutions for CCCTI graduates from the college transfer program will match the NCCCS peer group.

Source: UNC transfer reports (2010-2011 grads enrolled 2011FA)
Note: Transfers to private institutions make no statistical difference in the transfer rate.</td>
<td>NCCCS transfer rate: 43%
CCC&TI transfer rate: 49.5%</td>
<td>Transfer rate to UNC institutions greater than NCCCS overall transfer rate.

Continue to monitor number of college transfer graduates transferring to UNC inst.</td>
</tr>
<tr>
<td>7. Graduates of Curriculum programs will indicate a growth in knowledge, skills, and personal development while at CCCTI.</td>
<td>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:
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</td>
<td>
<table>
<tr><th colspan="4">2012 Curriculum Graduate Survey</th></tr>
<tr><th></th><th>Average Response</th><th colspan="2">Positive Response</th></tr>
<tr><th></th><th></th><th>%</th><th>#</th></tr>
<tr><td>a</td><td>4.4</td><td>92.2</td><td>439</td></tr>
<tr><td>b</td><td>4.3</td><td>85.7</td><td>418</td></tr>
<tr><td>c</td><td>4.3</td><td>89.6</td><td>429</td></tr>
<tr><td>d</td><td>4.3</td><td>89.4</td><td>432</td></tr>
<tr><td>e</td><td>4.4</td><td>92.9</td><td>455</td></tr>
</table>
</td>
<td>Most results fall between 86% and 92%, with the majority of items close to the 90% criteria. Like previous years, the two lowest items are regarding understanding diversity, at 77% and 78%.

Continue to increase student access to global education and opportunities for</td>
</tr>
</table>

	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	<table><tr><td>f</td><td>4.2</td><td>86.5</td><td>409</td></tr><tr><td>g</td><td>4.3</td><td>89.6</td><td>432</td></tr><tr><td>h</td><td>4.1</td><td>77.9</td><td>363</td></tr><tr><td>i</td><td>4.0</td><td>76.5</td><td>351</td></tr><tr><td colspan="4">Aggregate</td></tr><tr><td></td><td>4.3</td><td>86.8</td><td></td></tr></table>	developing cultural diversity awareness and understanding.
8. 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)	Assessment results from the General Education Assessment Plan will indicate success.	Based on the evidence, students have successfully demonstrated communication skills that include the abilities to read, comprehend, and analyze information; and to express ideas effectively through written and oral communications. *See full General Education Assessment Report for SLO success.	We will continue to monitor and develop assessments for this competency annually. Differences between fully seated and those on-line or hybrid were not significant.
8. Graduates will recognize and articulate an understanding of global perspectives and cultural diversity. (GenEd competency 2)	Assessment results from the General Education Assessment Plan will indicate success.	Total number of students assessed in a quantitative format is relatively low. Qualitative results are very positive. (3 out of 12 measures assessed did not meet criteria) *See full General Education Assessment Report for SLO success.	The department will consider strategies to increase quantitative assessment results across the curriculum. The department will work with various entities on campus to continue to assess global events on campus.
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.	Benchmarks were again met and there was an increase the CIS classes regarding the SAM assessments. However; the pre/post computer awareness assessment decreased. *See full General Education Assessment Report for SLO success.	Consideration to the assessment tool should be reviewed.
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.	This competency was well assessed and good results were gathered. (5 out of 12 measures assessed did not meet criteria) *See full General Education Assessment Report for SLO success.	Critical thinking continues to be challenging. Care must be taken to identify and delineate on-line/ hybrid courses from seated courses. Faculty will continue to use a variety of assessment techniques to review this competency.

<table>
<tr><td>11. Graduates will apply the computational skills necessary to become sufficiently numerate to function as a member of society. (GenEd competency 5)</td><td>Assessment results from the General Education Assessment Plan will indicate success.</td><td>See use of results for data collection explanation.

*See full General Education Assessment Report for SLO success.</td><td>As a result of a comprehensive developmental redesign in North Carolina, Mat 060, 070, and 080 will be archived Aug. 1, 2013 and replaced with a new modular sequence. The 2012-13 academic year has served as a time for us to phase out the 060-080 sequence and phase in the modular sequence. New assessments will be planned for 2013-14 to coordinate with the individual modules.</td></tr>
<tr><td>12. Students will participate in activities that foster cultural and educational engagement.</td><td>The institution, through class assignments, student activities, and campus events, will provide cultural learning experiences for students as evidence by documentation of effort.</td><td>Efforts through curriculum courses and Global Diversity Committee continue to increase opportunities to students. See attached document.</td><td>Continue to increase focus and opportunity for global learning, including the Global Distinction program beginning 2013 fall.</td></tr>
<tr><td>13. Curriculum graduates are satisfied with the preparation CCCTI provided for their chosen career.</td><td>90% of respondents will agree with the following statement on the curriculum Graduate Survey.
a. CCCTI prepared me well for employment in my field.

Positive response = Strongly agree or Agree</td><td>2012 Curriculum Graduate Survey<table><tr><td></td><td>Average Response</td><td colspan="2">Positive Response</td></tr><tr><td></td><td></td><td>%</td><td>#</td></tr><tr><td>a. CCCTI prepared me well for employment in my field.*</td><td></td><td></td><td></td></tr></table>*Question not asked of 2012 graduates – change made beginning with 2012SU graduate survey.

2012 Curriculum Graduate Survey<table><tr><td></td><td>Average Response</td><td colspan="2">Positive Response</td></tr><tr><td></td><td></td><td>%</td><td>#</td></tr><tr><td>a. CCCTI prepared me well for this job.</td><td>4.2</td><td>90.6</td><td>77</td></tr></table></td><td>Old question only asked of students who indicate they are employed in their field. New questions ask if they are employed, if they are employed in their field or a related field, and regardless of their employment status, whether they believe CCCTI prepared them for employment in their field. Hopefully this question will provide more accurate information.</td></tr>
<tr><td colspan="4">Goal 1: To advance educational excellence</td></tr>
<tr><td colspan="4">Strategic Directive 1.2: To establish a culture that promotes excellence in teaching and learning</td></tr>
<tr><td>Method of Assessment</td><td>Criteria for Success</td><td>Results of Assessment</td><td>Use of Results</td></tr>
<tr><td>1. CCC&TI will provide opportunity for professional development to faculty and staff.

*New assessment</td><td>The institution, through on campus workshops, events, or financial support, will provide opportunity for professional development to faculty and staff as evidence by documentation of effort.</td><td>Multiple professional development opportunities were offered to faculty and staff. See attached documentation.</td><td>Continue to monitor.</td></tr>
</table>

2. CCC&TI will promote and support instructional and curricular innovation. *New assessment	The institution will promote innovation in instructional methodology and program curricula as evidence by program and institutional planning documentation.	The institution supported instructional and curricular innovation. See attached documentation.	Continue to monitor.
3. Students will be successful in distance learning courses.	The aggregate success rate (% of students earning grades A, B, C, or P) for distance learning courses (online, hybrid, videoconference, and videoconference hybrid) will be comparable to similar seated courses. <u>All</u> grades earned after census are included in the tracking population, including incompletes and withdrawals. - 2012 Fall and 2013 Spring (2013 Summer classes not included) (n=total number of classes offered, not number of students)	63% Online (n=218) *to* 68% Seated (n=227) 65% Hybrid (n=240) *to* 70% Seated (n=181) 70% Videoconf. (n=23) *to* 71% Seated (n=35) 71% Videoconf. Hyb. (n=85) *to* 68% Seated (n=28) <u>Aggregate:</u> 65% Distance Learning (n=566) 73% Seated (n=1014) <u>2011-2012:</u> 66% Online *to* 69% Seated 69% Hybrid *to* 71% Seated 74% Videoconf. *to* 71% Seated 74% Videoconf. Hyb. *to* 60% Seated <u>Aggregate:</u> 68% Distance Learning 70% Seated	Distance learning success continues to be lower than seated and is about 3% points lower than last year. Important to remember when looking at the aggregate success rates, unlike the breakout rates, that "seated" includes all seated sections at the institution, not just those also offered through DL. Continue to promote instructional design support during the transition to Moodle as well as offer professional development in online instructional methods.
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*
1. CCCTI provides high-quality programs and services.	90% of respondents (aggregated) will respond *Satisfied* or *Very Satisfied* to the following items on the curriculum Graduate Survey and the Survey of Students Not Returning to CCC&TI. 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	97.5% / 95.7% - Quality instr – program courses 98.4% / 92.2% - Quality instr – other courses 96.9% / 96.3% - Overall quality - program <u>95.9% / 95.0% - Overall quality - college</u> 97.1% Graduates Agg. 94.8% Non-completers Agg. Aggregate: 96.6% Total satisfaction with programs and services	Positive response to all questions on both surveys in above 90%. Continue to monitor overall satisfaction of graduates and non-completers.
2. Students of racial/ethnic minorities will be successful in curriculum programs.	Students of racial/ethnic minorities will be retained at rates comparable to the majority population. Fall to fall retention – students enrolled 2012FA who did not graduate and are enrolled 2013FA	56.0% minority retention (367 / (731-76)) <u>53.6% majority retention (1762 / (3799-511))</u> 54.0% total retention (2129 / (4530-587)) Retention= Return/(Enrolled-Grads)	Minority retention rate exceeds majority retention rate. Considering large difference in student count, rates are comparable. Continue to monitor.
3. CCCTI support programs and services will meet new student expectations.*	80% of new curriculum students* (aggregated) will respond positively to the following items on the Admission and Orientation Survey and Student Evaluation of Registration. a. I am satisfied with the Admissions process at CCC&TI	a. Admissions process = 93.8% positive (363/387) b. Overall orientation = 92.9% positive (354/381) c. Academic advising = 87.2% positive (224/257) d. Overall registration = 89.6% positive (173/193)	Criteria exceeded. With changes in advising, orientation, and

* New assessment; added as a full measure for 2012-2013	b. Your level of satisfaction with the overall (orientation) session c. Your satisfaction with academic or faculty advising d. Your satisfaction with the overall registration process (13SP) **New students for the registration survey (c and d) are those respondents who indicate they are new to CCCTI. Positive responses are Satisfied and Very Satisfied or Agree and Strongly Agree.*	_____ Aggregate = 91.5 % (1114/1218)	registration, along with changes in survey process, will need to revise measure for 2013-2014.
4. Distance learning support services will meet new student expectations.* *New assessment	80% of students indicating they are taking a distance learning course for the first time (aggregated) will respond *Agree* or *Strongly Agree* to the following items from the Distance Learning Services survey. a. The DL Orientation was beneficial in preparing me for this course	59.0% positive (49/83) – first time online 65.6% positive (238/363) – all respondents	Criteria not met. While there is duplication in students taking the survey, responses should reflect the course (as question indicates) so responses are not duplicated. Look into how many DL Orientations are generic and how many are course specific.
Goal 2: To provide comprehensive and effective services to students			
Strategic Directive 2.2: To promote student success			
Method of Assessment	*Criteria for Success*	*Results of Assessment*	*Use of Results*
1. CCCTI students who transfer into the University of North Carolina system and to North Carolina private postsecondary institutions will be successful. *NCCCS Performance Measure H*	Students with an associate degree or at least 30 articulated transfer credits will earn a GPA of 2.00 or higher after two consecutive semesters, meeting at least the NCCCS set baseline. Baseline: 71.2% Goal: 93.8% Note: Only compared to NC based 4-year institutions and 4-year institutions with which the community college has an articulated transfer agreement. **No longer compared to success rates for native students.*	88% 30-hours or more 88% Graduates 87.9% earned a GPA of 2.00 or higher System office rate = 88%	Well above baseline but still 5% points below goal. Matching system office average.
2. Students enrolled in Basic Skills courses will show progress/ advancement through the literacy program. *NCCCS Performance Measure A* **This measure not a performance funding component this year.*	Basic skills students attempting 60 or more contact hours during the program year who complete the program year at a higher educational functioning level, meeting at least the NCCCS set baseline. Baseline: 20.6% Goal: 51.2% Note: Pre-test is considered if it occurs up to 90 days prior to program year. Excludes high adult secondary education initial placements.	41.7% success rate System office rate = 41.5%	Well above baseline but still 10% points below goal. Matching system office average.

3. GED students will pass GED subtests and receive a GED diploma. *NCCCS Performance Measure B* **This measure not a performance funding component this year.*	GED students entering with ASEL or ASH EFL attempting at least one GED test during the program year and have 12 or more contact hours will receive a GED diploma, meeting at least the NCCCS set baseline. Baseline: 49.3% Goal: 82%	65.5% success rate System office rate = 69.6%	Above baseline but still 16% points below goal. Just below system office average.
4. First-time students will successfully complete their first year. *NCCCS Performance Measure E*	First-time credential-seeking students attempting at least 12 hours will complete at least 12 hours with a "P", "C" or better in their first year, meeting at least the NCCCS set baseline. Baseline: 53.2% Goal: 74.6% Note: Includes developmental and withdrawal grades and students previously dually enrolled at CCCTI. Does not include students who do not attend class or students previously enrolled at another college.	68.2% success rate System office rate = 67.7%	Above baseline but still 7% points below goal. Matching system office average.
5. Graduates of curriculum programs will accomplish their educational goals while attending CCCTI.	95% of graduates will indicate they have met their goal for attending CCCTI as reported on the Survey of Curriculum Graduates.	69.8% "Yes, completely" 30.0% "Yes, partially" 99.8% met their goal	Met overall criteria.
6. CCCTI students enrolled in curriculum programs will engage in meaningful educational practices.	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. a. Active and Collaborative Learning b. Student Effort c. Academic Challenge d. Student-Faculty Interaction, and e. Support for Learners *Collected in alternate years.* *CCCTI now compared to Medium Colleges due to enrollment growth.	**Active and Collaborative Learning:** CCC&TI = 49.2% Med. Colleges = 49.7% **Student Effort:** CCC&TI = 52.1% Med. Colleges = 50% **Academic Challenge:** CCC&TI = 49.5% Med. Colleges = 49.8% **Student-Faculty Interaction:** CCC&TI = 51.5% Med. Colleges = 50.1% **Support for Learners:** CCC&TI = 51.4% Med. Colleges = 50%	Exceeded other CCSSE Cohort Medium Colleges on all benchmarks except "active and collaborative learning" and "academic challenge." These only show less than 1% diff. All scores lower than previous survey results. Continue to administer and review the CCSSE and CCFSSE and take student perceptions into account when implementing change.
7. CCCTI students will successfully complete their programs of study and graduate from the college.	CCCTI cohort normal time (150%) graduation rates will exceed the cohort normal time graduation rates of the national peer group. Source: 2012 IPEDS Data Feedback Report	25% CCC&TI 23% National Peer Group **Peer Group has been adjusted to better match CCC&TI's factors	**100% Rate:** 12% CCC&TI 11% Peer Group **200% Rate:** 43% CCC&TI 28% Peer Group Continue to work to decrease the time it takes students to graduate.

8. 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.	92% CCC&TI graduates were retained (UNC 95%)	Continue to monitor.
9. 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.	75% CCC&TI graduates graduated (UNC 87%)	Continue to monitor.
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			
Method of Assessment	*Criteria for Success*	*Results of Assessment*	*Use of Results*
1. CCCTI sponsors events for the community that fosters cultural and educational engagement.	The institution, through campus activities and events, will provide cultural and educational experiences for the community as evidence by documentation of effort.	CCC&TI fosters community engagement. See attached documentation.	Continue to monitor.
Goal 4: To enhance the infrastructure to support the college mission			
Strategic Directive 4.1: To strengthen college operations and services			
Method of Assessment	*Criteria for Success*	*Results of Assessment*	*Use of Results*
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	100% of instructional computers in the hardware rotation schedule are less than 5 years old	Continue to monitor.
2. Computer support will provide rapid, high-quality customer service.	80% of work orders will be resolved within 2 business days. Source: VP of TISS	89% of work orders were resolved within 2 business days	Continue to monitor.

<table>
<tr>
<td>3. CCCTI facilities will provide an environment that is conducive to learning and work.</td>
<td>80% of curriculum students will respond Satisfied or Very Satisfied to each of the following items on the Student Satisfaction Survey.

College security services are adequate to meet my needs.
The buildings are clean.
The buildings are well maintained.
The grounds are well maintained.

80% of faculty and staff will respond Satisfied or Very Satisfied to each of the following items on the Support Services Survey.

Facilities provide an environment that is conducive to learning.</td>
<td>
2012-2013 Student Satisfaction Survey
<table>
<tr><th></th><th>Avg</th><th colspan="2">Positive</th></tr>
<tr><td>Rate your satisfaction with: College Security*</td><td>3.2</td><td>88.9</td><td>184</td></tr>
<tr><td>The buildings are clean</td><td>3.4</td><td>98.8</td><td>237</td></tr>
<tr><td>The buildings are well maintained</td><td>3.4</td><td>97.9</td><td>235</td></tr>
<tr><td>The grounds are well maintained</td><td>3.5</td><td>98.3</td><td>236</td></tr>
</table>
*Question wording changed for 12-13 survey

2012-2013 Support Services Survey
<table>
<tr><th></th><th>Avg</th><th colspan="2">Positive</th></tr>
<tr><td>Facilities provide an environment that is conducive to learning.</td><td>3.6</td><td>93.2</td><td>165</td></tr>
</table>
</td>
<td>Most positive response rates above 90%, some in high 90’s. All higher than previous two years.

Criteria needs to be reviewed.</td>
</tr>
<tr>
<td>4. The services of the Business Office will meet the expectation of students and faculty/staff.</td>
<td>80% of curriculum students will respond Satisfied or Very Satisfied to each of the following items on the Student Satisfaction Survey.

Rate your satisfaction with: Business Office services (payment of tuition/pick up checks.)

80% of faculty and staff will respond Satisfied or Very Satisfied to each of the following items on the Support Services Survey.

I am satisfied with Business Office services.</td>
<td>
2012-2013 Student Satisfaction Survey
<table>
<tr><th></th><th>Avg</th><th colspan="2">Positive</th></tr>
<tr><td>Business Office services (payment of tuition)*</td><td>3.4</td><td>97.3</td><td>214</td></tr>
</table>
*Question wording changed for 12-13 survey

2012-2013 Support Services Survey
<table>
<tr><th></th><th>Avg</th><th colspan="2">Positive</th></tr>
<tr><td>Overall, I am satisfied with Business Office services*</td><td>3.8</td><td>95.8</td><td>161</td></tr>
</table>
*Question wording changed for 12-13 survey
</td>
<td>All positive response rates above 90%, one in high 90’s. All higher than previous two years.

Criteria needs to be reviewed.</td>
</tr>
<tr>
<td>5. The services of the Bookstore will meet the expectations of students and faculty/staff.</td>
<td>80% of curriculum students will respond Satisfied or Very Satisfied to each of the following items on the Student Satisfaction Survey.

Rate your satisfaction with: Bookstore services.

80% of faculty and staff will respond Satisfied or Very Satisfied to each of the following items on the Support Services Survey.

I am satisfied with Bookstore Services.</td>
<td>
2012-2013 Student Satisfaction Survey
<table>
<tr><th></th><th>Avg</th><th colspan="2">Positive</th></tr>
<tr><td>Customer service provided by Bookstore staff*</td><td>3.5</td><td>98.7</td><td>222</td></tr>
<tr><td>Bookstore staff’s communication of available services*</td><td>3.5</td><td>98.2</td><td>222</td></tr>
</table>
*Question wording changed for 12-13 survey

2012-2013 Support Services Survey
<table>
<tr><th></th><th>Avg</th><th colspan="2">Positive</th></tr>
<tr><td>Overall, I am satisfied with Bookstore services*</td><td>3.8</td><td>97.5</td><td>155</td></tr>
</table>
*Question wording changed for 12-13 survey
</td>
<td>All positive response rates above 90%, all in high 90’s. All higher than or equal to previous two years.

Criteria needs to be reviewed.</td>
</tr>
</table>

Goal 4: To enhance the infrastructure to support the college mission			
Strategic Directive 4.2: To increase institutional effectiveness			
Method of Assessment	*Criteria for Success*	*Results of Assessment*	*Use of Results*
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 audit report indicated that the financial statements of CCC&TI accurately reflect the financial position of CCCTI and that sufficient internal controls are in place to ensure satisfactory performance.	Continue to monitor and document financial audit results.
	The program audit report will indicate no exceptions to Institution Class Reports, programs, policies, and procedures reviewed.	Program audit report indicates no exceptions.	Continue to monitor.
	The equipment audit report will indicate that CCCTI maintains adequate control of inventory.	No inventory items were unaccounted for in the equipment audit conducted for FY 2013.	Continue to monitor and document equipment audit results.
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.	SACS Fifth-Year Interim Report completed with no follow-up required. OMA compliant with all accreditation standards through CoA-OMP	SACS-COC also recognized success of Writing Across Curriculum QEP. Continue to monitor accreditation of institution and programs. Already have begun process of preparing for SACS-COC decennial review and identifying new QEP.
3. CCCTI programs' effectiveness will be validated through internal review.	All programs scheduled for program review will successfully complete the program review process.	All programs completed program review during 2012-2013.	First year completing program review in Compliance Assist. For 2013-2014 – revision of program review templates to remove duplication and inclusion of department chairs in training and communication to add support to directors.

Students will participate in activities that foster cultural and educational engagement (1.1.12)

2011-12 College Transfer and Technical Programs Highlights

HEALTH SCIENCES

Nuclear Medicine

- Jimmy Council and Vincent Fox served on the NCCCS e-text committee and both did presentations at the annual conference in October
- Jimmy Council was appointed to the Joint Review Commission in Nuclear Medicine Technology and served as a site visitor/reviewer
- Vincent Fox completed his Master of Science degree

Physical Therapist Assistant

- In March the PTA hosted the Carolinas Clinical Consortium meeting at the Broyhill Civic Center
- Students participated in the CHAMP program (monthly) working with patients on prevention of falls
- Leigh-Anne Boggs became a certified Smoking Cessation instructor and received the PTA Advanced Recognition Award from APTA
- Students and faculty participated in the second annual Homeless Veterans' Stand down
- Martha Zimmerman is presenting about the CHAMP experience at the North Carolina Physical Therapy meeting

Nursing

- The Class of 2012 had a 100% pass rate on the NCLEX
- The first RIBN students (2) began their 4 year program of study in the fall
- Ruth Herold precepted a BSN and MSN students, earned the Certified Nurse Educator credential. She also completed reviews of 3 books for publishers.
- Lena Greene coauthored a textbook on Pharmacology.
- Amanda Moose served as chairperson of the Computer Committee for the A D N council.
- Angela Koontz precepted a MSN student and has been accepted into the Doctor of Nurse Practitioner program at Gardner Webb (starting May 13)
- Jane Arendas precepted a MSN student.
- CCCTI's Pamela Chapman served as Treasurer for the North Carolina A D N council, earned the Certified Nurse Educator credential, and precepted a MSN student
- Renovation of the nursing classroom/lab on the Hudson campus was completed
- A second SIM Man, high tech manikin was purchased for the Watauga campus

Cardiovascular and Medical Sonography

- Upon the retirement of Kim Watts, Sue Halterman became the Program Director
- Sue Halterman was approved as a site visitor for the JRCDMS
- The program held its first pinning ceremony in May
- Students from the CVS program won the quiz bowl at the North Carolina Ultrasound Society meeting in the spring

Speech Language Pathology Assistant

- Upon the retirement of Linda Wortman Lowe, Holly Hanley became the Program Director
- Jessica Raby joined the SLPA faculty
- The SLPA program began a monthly Aphasia support group
- Holly Hanley presented to the North Carolina Board of Examiners in Speech and Audiology in April on the use of Speech Language Pathology Assistants
- 100% pass rate on the SLPA registration exam. All 9 students passed!

Ophthalmic Medical Assisting

- Faith Race finished her Associate Degree in December, 2012
- Barbara Harris passed the Certified Ophthalmic Technician exam (COT)
- Faculty and students participated in a free clinic sponsored by the Lions Clubs each month
- Faculty and students did vision screenings at the second annual Homeless Veterans' Stand down
- In March the program had a site visit for re-accreditation. The program was found to be in substantial compliance with all standards. There were no recommendations.
- Barbara Harris served as Consortium of Ophthalmic Training programs representative to the Joint Commission on Allied Health Personnel in Ophthalmology (JCAHPO) and Faith Race served on a special technology task force.
- Barbara Harris lectured at the JCAHPO regional meeting in Greensboro in September**.**

Radiography

- Rosanne Annas served as site visitor for the JRCERT and led the NCCCS Radiography Instructors in a state-wide curriculum revision
- The class of 2012 had a 100% pass rate on their registry exam

HUMANITIES/FINE ARTS/SOCIAL SCIENCE

Music

- CCCTI remains the sponsoring institution of the North Carolina Great Teachers Seminar which was held February, 2013. Kay Crouch serves as the statewide coordinator.
- Shelby Hall is the first recipient of the newly established Kay and Patrick Crouch Music Scholarship.
- Two AFA-Music students transferred to senior institutions this spring (one to Appalachian State University's Hayes School of Music and one to Western Carolina University's Music Department). Three current AFA-Music students have been accepted at senior institutions for the fall: one to ASU in music, one to Lenoir-Rhyne University in music, and one to ASU in elementary education with a minor in music.
- Kay Crouch continues to do a number of guest lectures (in Southern Culture, etc.) but the only "special" one was last fall; when English and Reading classes collectively read Sharyn McCrumb's The Ballad of Tom Dooley, Kay spoke on (and performed) the actual ballad at a lunch-time presentation.
- Kay Crouch continues to serve on the advisory board for the JAM (Junior Appalachian Musicians) program through the Caldwell Arts Council, on the advisory board for the JE Broyhill Civic Center, and in the Rotary Club of Caldwell County in which she is active in international programs.

Visual Art

- Jane Harrison sent four artworks to the NC Community College Art Show which opened this spring in Raleigh
- *Printed,* an exhibition of CCCTI Printmaking students at Caldwell Community College in April.
- Laura Aultman
  - ***Branches*** Visual Arts co-editor and visual arts juror
  - Guest Mini-lectures for Klamborowski's American History I HIS 131 course, Watauga Spring 2013
  - *Art & Propaganda during the American Revolution* lecture
  - *Art & Photography during the American Civil War* lecture

- Hosted a Three-Dimensional Photography session for art students to help them with submitting to ***Branches*** – Watauga Spring 2013
- **Publications:**
  "*Safety Plate*" (image of ceramic artwork) in ***500 Prints on Clay*** published by Lark Books, Juror Paul Andrew Wandless, publication date March 2013, image on page 153
- **Attendance at Workshops/Lectures off Campus**
  - **"The Manipulation of Memory: Selling 'Traditional' Zulu Symbolism," Lecture** by Dr. Elizabeth Perrill at the *African Art: Symbolism and Surface Symposium* hosted by ASU
  - Ceramic Slip Casting Demonstration and Artist Lecture by Janet Williams, Ceramic Professor & Coordinator at UNC-Charlotte part of the ASU *Spring Lecture Serie*

- Holly Korta attended a WorldView conference in February 2013 regarding integrating International Humanitarian Law into the curriculum and will be building the fall PSY 241-Developmental Psychology course with this information.
- Holly Korta & Cate Shiles will be traveling to Washington DC at the end of May to meet with the Berliners to plan a new collaboration between their students and students at CCCTI.
- The department, as a whole, is working on the Global Distinction program along with various other members of the CCCTI community.
- Keith Starnes facilitate a presentation on the Mormon faith given by Dr. David Shockley via teleconferencing technology from Surry CC. This presentation was given twice last year to World Religions classes
  - Student participation in Yoga exercises in class in World Religions
  - Sharing in Southern Culture classes original copies of letters written by or to Confederate veterans
- David Freeman expanded his leadership and coordination role for the Watauga campus student workshops program. A total of 64 workshops were offered this academic year (31 fall semester and 33 in the spring). This included a wide variety of new and innovative workshops with a goal of enhancing student academic success and, consequently, institutional retention rates.
- David Freeman participated in the delivery of public information about the college via an interview on *MTN-TV* to discuss the Watauga student workshops.
- The department continues to work toward teaching excellence. Team-teaching is still an upfront and center project as well as a focus on global issues and critical thinking.
- Frankie Kelly
  - World View Conference in Chapel Hill. Attended by five faculty from CCC&TI.
  - Enrolled in Graduate Certificate Program at ASU in Expressive Arts Therapy.
  - Student participation in Community Outreach Projects in Ethics and Philosophical Issues classes
  - Ongoing work of Global Diversity Committee and its subgroups.
  - Submitted a proposal for a course in Cosmology and Consciousness for consideration as a CCL course.
  - Visit to World Religions classroom of members of a Pakistan Student and Teacher exchange program with Boone Regional Schools

BUSINESS

- Regina Hartley has been asked to join the Board of Directors for Lenoir Rotary
- Dr. Paul Howe earned his PhD in Organizational Behavior from Capella University in May. His dissertation is entitled "Exploratory Research in Career Intervention."

- At the conclusion of spring semester, Dr. Regina Hartley, Dr. Paul Howe, and Kelly Greene hosted the annual Phi Beta Lambda and Rotaract (PBL/R) Professional Development Forum for CCC&TI Chapter members at the Broyhill Civic Center. Activities included a complimentary business "etiquette" luncheon and workshops on interviewing skills and dressing for success. Cash awards of $250 were distributed to President Sarah Hicks for the Chapter Presidential Award; SGA-Rotaract Senator Timothy Wallace, for the Chapter Emerging Leader Award; and SGA-Phi Beta Lambda Senator Rodney Williams, for the Chapter Top Recruiter Award.
- At its State Leadership Development Conference in April, the NC Chapter of Phi Beta Lambda awarded the CCC&TI Phi Beta Lambda Chapter Third Place in Largest Membership of the Western Region.
- Derinda Stiene attended the Community College Accounting Instructors' Conference at Western Carolina University in April.
- Kelly Greene attended the Chairs Academy International Leadership Development Conference in Phoenix in April.
- Dr. Paul Howe attended the World View **Latin America and North Carolina** Spring **Seminar** held at the Friday Center in Chapel Hill in March.
- Kelly Greene attended the DCI Department Chairs Institute at Guilford Technical Community College in Marc
- Dr. James Rodkey attended the Walker College of Business Entrepreneurs Summit at Appalachian State University in March.
- Derinda Stiene attended the Forum for Innovations in Accounting at Guilford Technical Community College in March.
- Anna Alexander escorted students to Accounting Student Night presented by the Catawba Valley Institute of Management Accountants in March.
  Anna Alexander escorted NCACPA student scholarship candidates to the Accounting Scholarship Night hosted by the Catawba Valley Chapter of the North Carolina Association of Certified Public Accountants (NCACPA) in November. Tracy Vujovich, CCC&TI Accounting graduate, was awarded the prestigious state award of $1,500.
- David Manifold attended the 2012 Accounting Education Forum sponsored by the NCACPA in Raleigh in September.
- Dr. James Rodkey served on the Board of Directors for the Watauga County Branches of the NC State Employees Credit Union.

Medical Office, Office Administration, and Paralegal

- Yvonne Cockerham is working with Basic Skills to transition students to curriculum programs.
- Paralegal students had a 100% passage rate on the North Carolina Certified Paralegal exam.
- Melodie Yancey, Jean Branham, and Yvonne Cockerham attended the Co-op conference
- Amy Hall attended the North Carolina Paralegal Association Annual meeting in April 2013.
- Melody Yancey went to the assessments conference and the DL conference

Cosmetology

- Cosmetology had a 97% passage rate for 2012.
- Caldwell and Watauga cosmetology instructors attended a National Council of State Boards National Testing Overview in Greensboro April, 2013.

- The Cosmetology students did a day of manicuring for the senior citizens at the Broyhill Senior Center.
- Each cosmetology instructor has attended several continuing education classes during 2012 and 2013.

MATH/SCIENCE

- Jeannie Hollar continues to represent the college as Western Regional Vice-President of the North Carolina Mathematical Association for Two-Year Colleges (NCMATYC).
- Janice Wheeling coordinated *Supplemental Studies for Middle School Students: Creating an Interest in Health Science Careers.* This effort included a glimpse of the college campus that focused on careers in the health sciences and a human torso demonstration activity:
    - Study 1: A Glimpse of the College Campus with a Presentation that Highlights Careers in the Health Sciences and
    - Study 2: A Human Torso Demonstration with a Dissection Activity. These studies were supervised by Janice Wheeling with assistance from other science and health science faculty.
- Dale Harrington attended the ABLE conference summer, 2012, in Chapel Hill, and the Perspectives in Biology conference at Wake Forest University in November, 2012.
- David Deviney has successfully defended his dissertation and will receive his Masters in Science degree prior to the end of May, 2013.
- Aaron Cook completed a week long practical experience Leadership Conference held in the back country of New Mexico. The conference was based on Robert Greenleafs concept of servant leadership. One facilitator for the week was Retired Brigadier General David Van Kleck.
- Stacy Regan was named as the CCC&TI liaison for both AMATYC and NCMATYC. Note: AMATYC is the national counterpart for NCMATYC. She also developed a new online course for Mat 171 in Moodle
- Mike Bradshaw has participated in numerous developmental math redesign, Math CIP, and CAA workshops and meetings across the state during the past year
- All full-time math instructors attended the NCMATYC (North Carolina Mathematical Association for Two-Year Colleges) conference at Haywood Community College in April, 2013. The two central themes of the conference were developmental redesign and the math curriculum improvement project. Stacy Reagan & Michelle Powell made a presentation: "How to Use Respondus" at the NCMATYC conference. Respondus is testing software which can be used in conjunction with Moodle.

INDUSTRIAL/PUBLIC SERVICE

Automotive System Technology

- In 2012, the Automotive Systems Technology receives a hybrid car and gets it wrap in 2013.
- In 2012, Roy Jennings is working with Basic Skills to transition students to curriculum programs (GED + Automotive Degree).
- In 2013, The National Automotive Technicians Education Foundation (NATEF) informed Roy Jennings that their mid-point compliance review of our Automobile training program continues to meet the NATEF standards of quality education.
- In 2013, Aden "Tate" Townsend, PT automotive instructor, received the inaugural "Distinguished Alumni Award" from Basic Skills.

Aviation Management & Career Pilot Technology

- In 2012-13, Aviation had the highest enrollment since the beginning of the program.
- In 2013, Aviation had the most graduates (10) since the beginning of the program.

- Landmark Aviation, a nationwide company operating at fixed bases, has partnered with Caldwell's aviation program to provide internships for students in their second year. This "pilot" program, beginning in the summer of 2013, is a project that Landmark has worked two years to establish.

Biomedical Equipment Technology

- In 2012, John Noblitt attended and presented at North Carolina Biomedical Association annual state symposium
- In 2012, John Noblitt was inducted as a Honorary Lifetime Member to the North Carolina Biomedical Association (NCBA) for his many years of service to organization. (one of 22 Honorary Lifetime members)
- In 2012, John Noblitt attended national Association for the Advancement of Medical Instrumentation (AAMI) in Charlotte, NC
- In 2012, John Noblitt served on AAMI's core curriculum project for BMET programs and served on the national awards selection committee.
- In 2012, BMET began an Imaging Repair program designed to provide advanced certification through Continuing Education.
- In 2013, the state of NC fully certified our imaging lab to begin the x-ray program.

Basic Law Enforcement Training

- In 2012, BLET had 100% passing on the state commissioning exam.

Collision Repair and Refinishing

- The students receive experience in painting both city police and county sheriff cars.
- Students also routinely paint and repair BLET cars to keep cost down.
- The program received a Shark Laser Measuring Frame system ensuring compliance with industry standards.
- The program also received a state-of-the-art A/C Recovering system that exceeds industry standards enabling students to work on latest equipment.

Early Childhood Associate

- In 2013, awarded a $4,000 ECADA grant to help pay for site visit expenses associated with program accreditation.
- In 2013, Mandy White received confirmation that our Early Childhood Self-Study Report for Accreditation Review had been approved. The site visit has been scheduled for 9/29-10/2.
- In 2013, Mandy white and Linda Allbritton attended the 2013 T.E.A.C.H. and WAGE$ Professional Development Symposium.

Engineering Technologies –

- In 2012, Joe Looney receives CCC&TI's Donald W. Lackey Award for Excellence in Teaching and is nominated for the 2013 North Carolina Community College System/RJ Reynolds Excellence in Teaching Award.
- In 2013, the college purchased extensive advance machining/CNC equipment to our machine shop to upgrade our mechanical engineering program.
- In 2013, the college installed a new CAD/drafting lab in G-134.

Emergency Management Technology

- Emergency Preparedness Technology changed to Emergency Management Technology.

Landscape Gardening

- In 2013, Debbie Mitchell received the International Accreditation as an Organic Land Manager from Oregon Tilth.
- In 2013, Debbie Mitchell completes a Master of in Higher Education from ASU.
- In 2013, Tom Sloop completed a Bachelor of Science in Organizational Leadership from Mountain State University and begins graduates studies at ASU.
- In 2013, the students received third (3rd) place in the Creative Award category at the Southern Spring Show in Charlotte, NC.

Truck Driving Training

- In 2012, MDI donated a truck to the Truck Driving program.
- Rudy Fox to retire on May 31, 2013 after more than 20 years of faithful and dedicated service to the Truck Driving program.
- Roger Chester to assume Director of Truck Driving Training on June 1, 2013.
- In 2013, the college foundation receives a $10,000 endowment (Tony Pope Memorial Scholarship Fund) from John Pope, owner of Cargo Transporters, for scholarships for Truck Driving Training students.
- In 2013, Truck Driving Training to add another college (Isothermal CC) to our growing list of off-campus training sites and possibly another college yet to be named.
- Truck Driving Training to move to Adult, Corporate, and Continuing Education on July 1, 2013.

ENGLISH, READING, and COMMUNICATIONS

Writers Symposium, April 2013

- Wiley Cash was the featured speaker for three events on both campuses.
- Students read *A Land More Kind Than Home*.
- Offered Book Discussions for each novel.
- Over 600 students, faculty, and community members in attendance.

Branches, vol. 16, March 2013

- Collaboration of English and Art Departments.
- Opening receptions held on both campuses in March 2013.

Matt Williams

- Advised the CCCTI Ambassadors.
- Organized campus Poetry Challenge for National Poetry Month.
- Attended the NC CEI Fall Conference in October 2012.
- Attended the TYCA Conference in March 2013.
- Attended the Southern Writing Center Association Conference, Greensboro, NC, in November 2012.

Wyatt Reynolds

- Attended the NC CEI Fall Conference in October 2012.

Gloria Rabun

- Facilitated book discussions each semester.
- Receive recognition of "Excellence in Teaching Award" from Sigma Alpha Pi's "The National Society of Leadership and Success" (our campus chapter), nominated by former students.

Nancy Risch

- Coordinated Writers Symposium and Branches events on both campuses.
- Coordinated workshops for faculty, staff, and students on new DRE courses, for both advising and instructional purposes.

- Served as guest lecturer in ACA 111 classes for several faculty members to discuss plagiarism, writing essays, and reading strategies.
- Attended the Accelerated Learning Programs Conference, Baltimore, MD, June, 2012.
- Presented/Attended NCCCS Conference, Raleigh, NC, October 2012.
- Presented/Attended/Coordinated CEI Conference, Winston-Salem, NC, October 2012.
- Attended TeamUP English Composition Conference, Asheville, NC, November 2012.
- Served on the NCCCS DEI Task Force for English/Reading Redesign. Attended semi-monthly meetings in the central region of the state, developed course competencies, goals, and objective for all DRE courses. Worked on the committee to develop the glossary for the Curriculum Guide. Also for the Curriculum Guide, served on the committee that developed course descriptions, strategies, sample assignments, sample assessments, etc. for the DRE 098 and DRE 099 courses in particular.
- Attended/Presented at regional and statewide DEI Information Sessions for English/Reading Developmental Redesign. Coordinated arrangements for the regional information session hosted at CCC&TI.
- Served as Western Regional Representative for the NC CEI Board. Served on the conference planning team coordinating local arrangements.
- Served as Lenoir-Rhyne University Champion for the Alumni Association since 2009.
- Served as Grant Reviewer for NC Foothills Affiliate of the Komen for the Cure Foundation, evaluating and awarding over $155,000 in grants in 2013.

Tom Hearron

- Served as board member for NC Conference of English Instructors.
- Presented/Attended the NCCEI Fall Conference in October 2012.
- Presented/Attended the TYCA Spring 2013 Conference.
- Served as consultant and faculty trainer for Alamance Community College's QEP in writing across the curriculum.
- Served as a member of the Town of Boone Board of Adjustment.
- Served as a member of the Executive Board of the Watauga County Arts Council

Nancy Posey

- Had poems selected for publication in the 2013 *Poets' Market* and had another selected for 2014.
- Awarded the NCCCFA Scholarship for the Great Teacher Conference in February 2013.
- Presented/Attended NC English Teachers Association in Fall 2012.
- Presented/Attended NCCEI Fall Conference in October 2012.
- Attended the NC Writers' Network Fall Conference in November 2012.
- Coordinated National Poetry Month activities, workshops, Poetry Slam in April 2013.

Paula Rash

- Attended the NC CEI Fall Conference in October 2012.
- Attended the TYCA Conference in March 2013.
- Coordinated a workshop on *The Ballad of Tom Dooley* by Julie Mullis of Wilkes Community College in the fall 2012.

Brad Prestwood

- Attended the NCCCS Fall Conference in October 2012.
- Attended the TYCA Conference in March 2013.

Suzanne Shaut

- Facilitated the Poetry Poster Panorama along with other Poetry Month activities on the Watauga Campus.
- Attended the NCCEI Fall Conference in October 2012.

Amy Tilly

- Attended the NCCEI Fall Conference in October 2012.
- Selected to attend the North Carolina Humanities Council seminar, "Muslim Journeys: Islam and Its Many Roads" Teachers Institute Summer Seminar.

Heather Chapman

- Co-chaired Branches Committee, Literary Editor.
- Organized Branches opening receptions.
- Attended the Southern Writing Center Association Conference, Greensboro, NC, in November 2012.

Jessica Chapman Faucette

- Co-chaired Branches Committee, Literary Editor.
- Advised CCCTI Ambassadors.

Amy Cortner

- Selected as Featured Poet for Poetry Hickory in September 2012.

Christina Toy

- Attended Carolinas Communication Association Conference, October 2012
- Attended Department Chairs Institute, March 2013
- Presented "Effective E-mail and Cyber Profile Communication." To health professions ACA classes.
- Joined newly formed Communications Advisory Committee with representatives from Appalachian State, UNC Charlotte, UNC Greensboro, Mitchell Community College, Catawba Valley Community College, and Caldwell Community College and Technical Institute.

DeAnna Chester

- DeAnna Chester is our 2012-13 Great Teacher and will attend the national Great Teachers Conference in Hawaii this summer.
- Presented workshops on speech anxiety and how students can clean up their online profiles before job hunting.

Matthew Malloy

- Created and taught a basic public speaking course for the Candidates for the Diaconate for the Catholic Diocese of Charlotte to help prepare them for preparing and delivering sermons once ordained. (Fall 2012).
- Revised Instructor Resource Manual, Test bank, and PowerPoint's for *Essentials of Human Communication*, DeVito, 8th Edition. This is the textbook that we use in COM 120: Introduction to Interpersonal Communication.
- Attended Carolinas Communication Association Conference, October 2012
- Worked with computer programming students to develop an app for tablets/Ipad for the Communication Department speech rubric, to allow the Ipad/tablet to be used to observe and then grade speeches.
- Participated in NCCCS state-wide E-text pilot.
- Advised the CCCTI Ambassadors.

The Global Diversity/SGA International Film Series for Fall 2012

All films will be shown simultaneously on the Hudson and Watauga campuses. Admission is free to students, faculty and staff.

Please use this information to introduce the films to your students.

September 26

Slum Dog Millionaire http://www.foxsearchlight.com/slumdogmillionaire/

3:00 p.m.

Hudson: B-104
Watauga: WOTF-103

SYNOPSIS

The story of Jamal Malik, an 18 year-old orphan from the slums of Mumbai, who is about to experience the biggest day of his life. With the whole nation watching, he is just one question away from winning a staggering 20 million rupees on India's "Kaun Banega Crorepati?" (2000) (Who Wants To Be A Millionaire?) But when the show breaks for the night, police arrest him on suspicion of cheating; how could a street kid know so much? Desperate to prove his innocence, Jamal tells the story of his life in the slum where he and his brother grew up, of their adventures together on the road, of vicious encounters with local gangs, and of Latika, the girl he loved and lost. Each chapter of his story reveals the key to the answer to one of the game show's questions. Each chapter of Jamal's increasingly layered story reveals where he learned the answers to the show's seemingly impossible quizzes. But one question remains a mystery: what is this young man with no apparent desire for riches really doing on the game show? When the new day dawns and Jamal returns to answer the final question, the Inspector and sixty million viewers are about to find out. At the heart of its storytelling lies the question of how anyone comes to know the things they know about life and love. *Written by Fox Searchlight Pictures*

This film is rated R.
You must be 17 to enter or have signed permission.
ID's will be checked at the door.

November 28

Waste Land http://www.wastelandmovie.com/

3:00 p.m.
Hudson: B-104
Watauga: WOTF-103

SYNOPSIS
Filmed over nearly three years, WASTE LAND follows renowned artist Vik Muniz as he journeys from his home base in Brooklyn to his native Brazil and the world's largest garbage dump, Jardim Gramacho, located on the outskirts of Rio de Janeiro. There he photographs an eclectic band of "*catadores*" -- self-designated pickers of recyclable materials. Muniz's initial objective was to "paint" the *catadores* with garbage. However, his collaboration with these inspiring characters as they recreate photographic images of themselves out of garbage reveals both the dignity and despair of the *catadores* as they begin to re-imagine their lives. Director Lucy Walker (DEVIL'S PLAYGROUND,BLINDSIGHT and COUNTDOWN TO ZERO) and co-directors João Jardim and Karen Harley have great access to the entire process and, in the end, offer stirring evidence of the transformative power of art and the alchemy of the human spirit.

‘What are the roots that clutch, what branches grow
Out of this stony rubbish? Son of man,
You cannot say, or guess, for you know only
A heap of broken images, where the sun beats,
And the dead tree gives no shelter, the cricket no relief,
And the dry stone no sound of water. Only
There is shadow under this red rock,
(Come in under the shadow of this red rock),
And I will show you something different from either
Your shadow at morning striding behind you
Or your shadow at evening rising to meet you;
I will show you fear in a handful of dust.’
--T.S. Eliot, ‘The Waste Land’

December 12

I Am http://www.iamthedoc.com

3:00 p.m.
Hudson: B-104
Watauga: WOTF-103

SYNOPSIS

I AM is an utterly engaging and entertaining non-fiction film that poses two practical and provocative questions: what's wrong with our world, and what can we do to make it better? The filmmaker behind the inquiry is Tom Shadyac, one of Hollywood's leading comedy practitioners and the creative force behind such blockbusters as "Ace Ventura," "Liar Liar," “The Nutty Professor,” and "Bruce Almighty.” However, in **I AM,** Shadyac steps in front of the camera to recount what happened to him after a cycling accident left him incapacitated, possibly for good. Though he ultimately recovered, he emerged with a new sense of purpose, determined to share his own awakening to his prior life of excess and greed, and to investigate how he as an individual, and we as a race, could improve the way we live and walk in the world.
Armed with nothing but his innate curiosity and a small crew to film his adventures, Shadyac set out on a twenty-first century quest for enlightenment. Meeting with a variety of thinkers and doers--remarkable men and women from the worlds of science, philosophy, academia, and faith--including such luminaries as David Suzuki, Noam Chomsky, Howard Zinn, Archbishop Desmond Tutu, Lynne McTaggart, Ray Anderson, John Francis, Coleman Barks, and Marc Ian Barasch -- Shadyac appears on-screen as character, commentator, guide, and even, at times, guinea pig. An irrepressible “Everyman” who asks tough questions, but offers no easy answers, he takes the audience to places it has never been before, and presents even familiar phenomena in completely new and different ways. The result is a fresh, energetic, and life-affirming film that challenges our preconceptions about human behavior while simultaneously celebrating the indomitable human spirit.

JE Broyhill Civic Center Announces 2012-2013 Showcase of Stars.

Caldwell Community College and Technical Institute's J.E. Broyhill Civic Center has announced the line-up for its 2012-2013 season, which features music, comedy and other family-friendly acts.

The line-up for the season features several well-known acts and kicks off with an exciting night of music with **Dailey and Vincent** on Friday, Sept. 28 at 7:30 p.m. Jamie Dailey and Darrin Vincent became the most heralded new act in bluegrass as their debut album, "Dailey & Vincent" (2008), and busy tour schedule introduced them to wildly appreciative audiences. In 2011, the duo won their first Dove Award for Bluegrass Album of the Year for their all a cappella gospel collection on Rounder Records, Singing From the Heart, released as a fund-raiser for the Tennessee Bible College in Cookeville, Tenn. Dailey & Vincent also earned a GRAMMY nomination in 2011 for Best Country Performance by a Duo or Group with Vocals, and are the reigning three-time International Bluegrass Music Association Entertainers of the Year and Vocal Group of the Year. Tickets for the show are $18.50 for adults and $12 for children.

Darrell Scott will hit the Civic Center stage on Saturday, Oct. 20. In his own words, Darrell Scott is an artist who specializes in "the old country music of cheating, drinking, working, longing, pre-Garth, pre-video, pre-urban-cowboy country music - the voice of working people- people of the land." Scott has been playing country music since his childhood and his love and respect for the heritage and history of country music is evident. If you love old-school country music, be sure to catch Darrell Scott at the J.E. Broyhill Civic Center. Tickets for the show are $15 for adults and $8 for children.

On Sunday, Nov. 4 at 3 p.m., **Mutual of Omaha's Wild Kingdom staring Peter Gros** will offer a fun afternoon of wildlife for the whole family. In his popular live presentations, Peter shares his exciting animal world, travel experiences and timeless tales. He highlights his many adventures with a mix of video clips and bloopers while introducing friendly exotic animals to audience members, and telling inspirational stories dealing with issues of conservation, travel and wildlife filming. Peter's fascinating stories have been thrilling and educating audiences across the country for years. Bring the whole family for an afternoon in the Wild Kingdom! Tickets for the show are $24 for adults and $15 for children.

Foothills Performing Arts will once again offer a holiday show with **"It's A Wonderful Life."** The show will run Thursday through Sunday Dec. 6-9, with nightly shows at 7:30 p.m. and a Sunday matinee at 3 p.m. See the iconic story of George Bailey brought to life by the talented, local players of FPA. This Christmas classic and all your favorite characters, George, Mary, Clarence and Mr. Potter, will help us remember what is most important: love, family, faith and community. Tickets for the show are $15 for adults and $8 for children.

The JEBCC Catering Group will offer a meal on the evening of Saturday, Dec. 8 prior to the show. The meal will begin at 6:15 p.m. Price is $12 for adults and $6 for children 12 and under.

If you need a laugh, **The Water Coolers** will be on hand for a night of comedy on Saturday, Jan. 19 at 7:30 p.m. The Water Coolers is a quirky comedy revue by a troupe that highlights what we talk about at work. The Water Coolers will offer their unique blend of comedy, original songs and song parodies based on the gaffs and experiences everyone talks about around the water cooler at work…or just wish they could. Conceived by one of the creators of the long-running New York hit "Tony n' Tina's Wedding," The Water Coolers celebrate – and skewer – work, life, and balancing the two. Tickets for the show are $18.50 for adults and $12 for children.

Dr. Elliot Engel will be on hand this year for another fascinating presentation on Monday, Jan. 28 at 7:30 p.m. This year's presentation, **"The Rise and Fall of F. Scott Fitzgerald"** will be an in-depth look at the life of F. Scott Fitzgerald, who has been called one of the greatest American authors of the 20th century. Fitzgerald authored four novels including "The Great Gatsby" and "The Beautiful and Damned," and garnered much critical acclaim during his life and career. However, Fitzgerald's personal life was riddled with struggles compounded by alcoholism and the mental illness of his wife, Zelda. Explore the life and work of this fascinating figure from America's literary history.

Engel lives in Raleigh, N.C., where he has taught at the University of North Carolina, North Carolina State University and Duke University. He has lectured throughout the United States and on all the continents including Antarctica. Engel continues to teach outside the classroom and give literary and historical programs throughout the world. Don't miss this interesting and informative presentation. Tickets for the show are $12 for adults and $5 for children.

On Thursday, Feb. 7 at 7:30 p.m. **Live at Birdland featuring The Birdland Big Band directed by Tommy Igoe** will present a night of big band jazz unlike any other. Live at Birdland features The Birdland Big Band directed by Tommy Igoe in a setting designed to recreate the ambience and experience of a night at Birdland, the iconic Jazz landmark club in New York City. This dynamic new ensemble, straight from the jazz Mecca of NYC, provides an unforgettable musical event that goes beyond the traditional and sets the standard for the 21st-century jazz orchestra. World music is explored from every corner of the globe to surprise and delight audiences of all ages while infusing the best of American jazz with excitement that hasn't been seen in decades. Tickets for the show are $24 for adults and $15 for children.

On Thursday, Feb. 28, the famous **Vienna Boys Choir** will take the stage at the Civic Center. No group of child musicians has won more renown than the incomparable Wiener Sängerknaben, founded by Emperor Maximilian I in 1498. Six centuries later, the famed Vienna Boys Choir continues to delight music-lovers across the globe with their purity of tone, distinctive charm and a diverse, crowd pleasing repertoire that encompasses Austrian folk songs and waltzes, classical masterpieces, beloved pop songs, holiday favorites and medieval chant. Gifted musicians with voices of unforgettable beauty, they carry on the Vienna Boys Choir's illustrious tradition as the world's preeminent boy choir. Tickets for the show are $24 for adults and $15 for children.'

The JEBCC Catering Group will offer a meal on the evening of Feb. 28 prior to the Vienna Boys Choir show. The meal will begin at 6:15 p.m. Price is $12 for adults and $6 for children 12 and under.

2013 will be the 15th year for the popular **Caldwell Musicians Showcase**. The event, set for Saturday, March 16 at 7:30 p.m., will bring together some of the area's most talented musicians and singer/songwriters for an evening of homegrown entertainment! Join local favorite Strictly Clean and Decent for an evening of traditional music, Caldwell County style. Tickets for the show are $10 for adults and $5 for children.

IBMA Award-Winners, **The Gibson Brothers**, will take the stage on Friday, April 5 at 7:30 p.m. Eric and Leigh Gibson grew up on a dairy farm outside of Ellenburg Depot, N.Y., in the shadow of the Adirondack Mountains. It isn't the typical beginning for a bluegrass band, but sometimes things just come together. When Eric and Leigh were 11 and 12, their dad asked them to learn to play the banjo and the guitar. Eric chose banjo and Leigh, guitar, and the die was cast. Help My Brother, the Gibson Brothers' 10th album, won the prestigious 2011 IBMA Album of the Year Award. The Gibson Brothers were also named the 2011 IBMA Vocal Group of the Year, the first time a brother duet has been honored with this award. If you love bluegrass, don't miss The Gibson Brothers at the J.E. Broyhill Civic Center. Tickets for the show are $15 for adults and $8 for children.

Rounding out this year's season will be an unforgettable night of music with the legendary **Marty Stuart** on Saturday, May 4 at 7:30 p.m. Marty Stuart started out singing gospel as a child, went on to a bluegrass stint with Lester Flatt in the '70s, six years with Johnny Cash in the '80s, and then came up with his smash "hillbilly rock" hits of the '90s. The four-time GRAMMY-winner, platinum recording artist, Grand Ole Opry star, country music memorabilia preservationist, stylist, designer, photographer, songwriter, all around Renaissance man, charismatic force of nature, and (first of all, perhaps), leader of the extraordinary, versatile touring and recording band The Fabulous Superlatives, Marty Stuart has shown a showman's zest for every conceivable flavor of country music. Not to mention, a missionary's zeal for bringing the importance of the music and its themes home to long-time fans and newcomers alike. If you love county music, don't miss one-of-a-kind showman, Marty Stuart, at the J.E. Broyhill Civic Center! Tickets for the show are $30 for adults and $15 for children.

Season subscriptions and single tickets are now available. For more information on the 2012-2013 Showcase of Stars at the J.E. Broyhill Civic Center or for season ticket subscriptions or single tickets, call the Civic Center Box Office at 828.726.2407 or visit www.broyhillcenter.com.

CCC&TI's Mark Poarch Inducted into Caldwell County Sports Hall of Fame

Mark Poarch, Caldwell Community College and Technical Institute's Executive Vice-President, was recently inducted into the Caldwell County Sports Hall of Fame.

Poarch, along with three other inductees, was honored at a dinner and received a plaque and medallion commemorating the occasion. In addition, a plaque recognizing Poarch will be added to the Sports Hall of Fame wall at the J.E. Broyhill Civic Center in Lenoir.

Poarch played both football and baseball at West Caldwell High School. He was named Outstanding Defensive Player for the Warriors football team in 1984 and in 1985, led the team to its only unbeaten regular season earning MVP, All-County and All-Conference honors. In addition, Poarch was named county and conference Player of the Year, was an All-Piedmont selection and a member of the 1985 North Carolina Shrine Bowl Team.

In 1986, Poarch was West Caldwell's Baseball MVP, again gaining All-Conference and All-County recognition, as well as Conference Player of the Year honor. In 1986, Poarch was chosen as West Caldwell's Athlete of the Year.

Poarch went on to play in the N.C. State Games and was a part of the Caldwell County Post 29 American Legion Baseball team that reached the Southeast Regional Finals.

Poarch went on to play baseball at Western Carolina University from 1986 to 1990, earning All-Southern Conference honors in '89.

CCC&TI congratulates Mark Poarch on being inducted into the Caldwell County Sports Hall of Fame.

Visitors from Brazil

Below, left, officials from Unipac and CCC&TI pose for a photo following their Oct. 15 presentation/graduation. Unipac officials visited campus to explore partnership possibiites with CCC&TI.

Below, right, CCC&TI officials joined International Cyber Security Law students from EPD/Impacta during a recent visit to Raleigh, N.C. The students were participating in CCC&TI's ongoing partnerships with universities in Brazil.

Pepper Sauce:

• Take the sour cream put into small bowl. Next add 1 chipotle pepper from can, chop chipotle pepper as small as you can. Take one spoon of adobo sauce and mix with sour cream. (This condiment is to be spread onto your flour tortilla) * Also this is great as a dip for your chips

Plating the dish:

• Plate Flour tortilla in a plate
• Spread the pepper sauce onto the tortilla. Stay in from the edges a ½ inch
• Take 4 slices of chicken and place down center of tortilla
• Spread some of salsa down the center of tortilla on top of chicken
• Add red or green pepper strips
• Add cheese

Rolling the Tortilla:

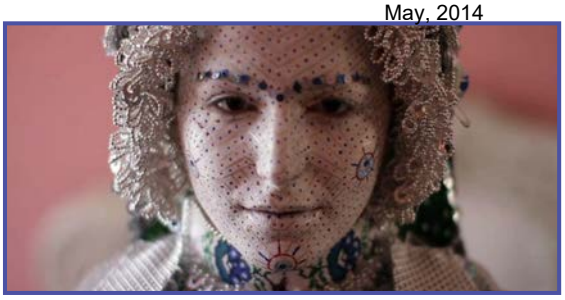
• Fold tortilla in ½ inch on both sides towards the ingredients that were placed inside tortilla
• Fold over the opposite end over chicken, lay down and roll up
• Cut in half on a bias and place one down on plate and prop the other half on top at an angle
• Take some of the salsa and pour across the tortilla to down onto the plate. This will give a nice plating presentation along with a great complement to the wrap itself.

Visitors from Brazil

Students from Impacta in Sao Paulo, Brazil visited CCC&TI the week of January 21. In addition to their English as a Second Language studies, the students were treated to a tour of campus, coffee and doughnuts with CCC&TI staff and students and some free time in the gym to play basketball. Students also enjoyed a tour of the J.E. Broyhill Civic Center, several delicious meals prepared by the JEBCC Catering Group, and trips to points of interest throughout the area, including a ski trip and several shopping expeditions.

International Film Festival

Presented by the Global Diversity Committee



One Day on Earth
Watauga Campus Room 118 - April 22; 12 p.m.

One Day on Earth is the first film made in every country of the world on the same day. We see both the challenges and hopes of humanity from a diverse group of volunteer filmmakers assembled by an participatory media experiment. The world is greatly interconnected, enormous, perilous and wonderful. Written by Kyle Ruddick

WASTELAND
Caldwell Campus B-104 - April 15; 3 p.m.
Watauga Campus WOTF 103 - April 23; 6 p.m.

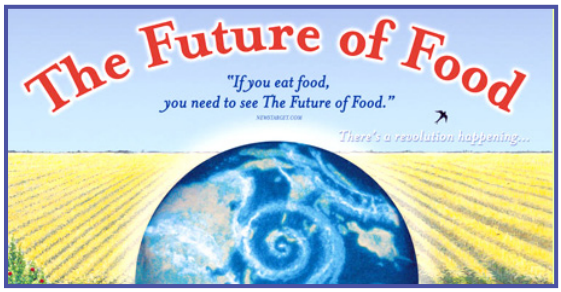
Filmed over nearly three years, WASTE LAND follows renowned artist Vik Muniz as he journeys from his home base in Brooklyn to his native Brazil and the world's largest garbage dump, Jardim Gramacho, located on the outskirts of Rio de Janeiro. There he photographs an eclectic band of "catadores"—self-designated pickers of recyclable materials. Muniz's initial objective was to "paint" the catadores with garbage. However, his collaboration with these inspiring characters as they recreate photographic images of themselves out of garbage reveals both the dignity and despair of the catadores as they begin to re-imagine their lives.

Carbon Nation
Caldwell Campus B-104 - April 16; 11 a.m.
Watauga Campus WOTF 103 - April 24; 3:30-5 p.m.

Carbon Nation is an optimistic, solutions-based, non-preachy, non-partisan, big tent film that shows tackling climate change boosts the economy, increases national & energy security and promotes health & a clean environment. While other good films have been about problems, blame and guilt, Carbon Nation is a film that celebrates solutions, inspiration and action.

I Am
Caldwell Campus B -104 - April 17; 10 a.m.

I AM is an utterly engaging and entertaining non-fiction film that poses two practical and provocative questions: what's wrong with our world, and what can we do to make it better?



The Future of Food
Watauga Campus WOTF 103 -April 25, 6-7:30 p.m.

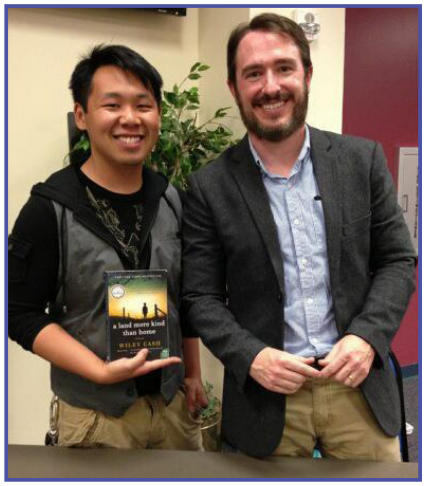
The Future Of Food offers an in-depth investigation into the disturbing truth behind the unlabeled, patented, genetically engineered foods that have quietly filled grocery store shelves for the past decade.

Tree Safari: The Koa Connection
Caldwell Campus B-104 - April 18, 11:30 a.m. and 12 p.m.

Filmed in Tennessee, Hawaii and New York City, TREE SAFARI: The Koa Connection is a melds art, culture, light science and eco-travel, following Brad Sells from his studio in Cookeville, Tenn., to the volcanic slopes of Hawaii in a quest for koa wood, revered for its density, tone and color. The half-hour program traces the arc of the artist's process while exploring the traditions, culture and characters of those he meets along the way.

Novelist Wiley Cash Visits for Writers Symposium

Caldwell Community College and Technical Institute hosted native North Carolinian and author Wiley Cash for the 25th Annual Laurette LePrevost Writers Symposium. Cash is the author of the "New York Times" Best-Seller "A Land More Kind than Home."



CCC&TI Student Art Work Featured in Local and Statewide Art Exhibits

CCC&TI student Jared Smith had several pieces on display at the Arts Council during the month of April.

Caldwell Community College and Technical Institute students have artwork on display in both local and statewide art exhibits.

Locally, intaglio and relief works by students of art instructor Thomas Thielemann were featured in the "Printed" exhibit at the Caldwell Arts Council in Lenoir.

Four CCC&TI students also had works selected for the 16th annual NC Community Colleges Art Exhibition now on display at the Caswell Building in Downtown Raleigh.

Works selected were "Untitled" by Jared Smith, an intaglio piece, "Mustache" by Jefferson Canaveral, a relief piece, "Necklace" by Christine Bolick, an intaglio piece and "Robin" by Ethan Walsh, a silk screen and relief piece.

The exhibit will be on display for two years, and can be viewed via virtual tour at http://www.nccommunitycolleges.edu/art-exhibit. Public tours are available on a limited basis and may be scheduled by calling (919) 807-7100.

Brazilians Visit CCC&TI

A group of officials from UNIPAC, a university in Brazil, visited the area at the end of April, taking classes at CCC&TI and touring Western North Carolina. They were welcomed to campus with several activities, including a Krispy Kreme doughnut social organized by the Student Government Association, lunch with Caldwell County School officials, visits to area locations and more.

Learning, Exploring, Breaking Barriers - The Latest Venture in CCC&TI's Ongoing Brazil Partnership

Combining language immersion and exposure to a variety of cultural experiences, a group of students from Caldwell Community College and Technical Institute and Surry Community College had the educational opportunity of a lifetime thanks to an ongoing exchange program with several colleges in Brazil.

The group spent 18 days traveling in three states of Brazil, including three of Brazil's largest cities: Sao Paulo, Rio de Janeiro and Belo Horizonte. The trip included time on five different college campuses, tours of local industry and employers, stops at landmark attractions, visits to historic places dating back to the 1600s and classroom time learning Portuguese.

The exchange started approximately 7 years ago and has brought more than 100 Brazilian students to the United States, and taken two groups of students from North Carolina to Brazil. The next group coming to North Carolina from Brazil will arrive in September. They will have a similar experience to the group that visited Brazil in June – experiencing a mix of classroom time, touring local businesses, meeting with government officials and seeing local historic and tourist attractions.

"Everyone who has been involved has grown," said Ben Willis, Director of Technology Services for the Corporate and Continuing Education Department at CCC&TI. "It helps (the students) get into a better university, it makes their resume stronger. This is the type of thing universities look for that makes you stand out. It really does make you more marketable as a student and as a professional."

CCC&TI student Mary Katherine Mast said one of her favorite parts of the trip was the historic town of Ouro Preto, where the weather reminded her of her hometown of Boone. She also learned a lot on the visits to the various college campuses, she said.

Surry Community College students who participated described the trip as life changing.

"You meet new people, you try new food, exchange ideas, you go to new places," said Liset Villacana, of the value of her experience.

The group from Surry listed several benefits to the trip, including: learning to appreciate what you have at home, making new friends, experiencing a new culture and networking with people from around the world.

Throughout the trip, the students were making new friends and have continued to keep in touch with those friends through Facebook in the weeks that followed their arrival back in North Carolina.

The greatest learning experience from the exchanges is overcoming preconceived notions about each other's cultures, said Jimmie Griffith, an instructor at CCC&TI and organizer of the trip who has citizenship in both the United States and Brazil. These ideas are always shattered once the students experience the culture of the country they are visiting.

"By having these interactions it helps to break barriers – it might be in language, it might be in culture, it might be in world understanding," he said. "I think it's very important. This is the biggest gift (of the exchange), to break these barriers."

For more information about the CCC&TI-Brazil Exchange and future travel opportunities, please contact Griffith at 726-2225.

CCC&TI will provide opportunity for professional development to faculty and staff

(1.2.1)

2013 Professional Development Day

Time	Concurrent Session 1
■ 8:30 – 9:30	Developmental Redesign
■ 9:45 – 10:45	Presenters: Mike Bradshaw and Nancy Risch
■ 11:00 – 12:00	Room: B-104 & WOTF-103

Time	Concurrent Session 2
■ 8:30 – 9:30	IE Update
■ 9:45 – 10:45	Presenters: Kate Benoit and Virginia Moench
■ 11:00 – 12:00	Room: B-118 & WC-101

Time	Concurrent Session 3
■ 8:30 – 9:30	ADA Compliance
■ 9:45 – 10:45	Presenters: Tuesday Sigmon, Kristin Harrison, and Angela Kirk
■ 11:00 – 12:00	Room: B-100 (Theater)
	Presenters Nancy Leonard, Stacy Reagan, and Tom Hearron
	Room: WC-112

The Teaching Excellence Team coordinated 2 professional development opportunities for staff/faculty:

The Presenter:
Steve Schmidt, Assistant Director of Appalachian Basic Skills Professional Development Project
Appalachian State University

Tuesday, April 16, 12:00-1:00 and 4:00-5:00 at Caldwell Campus connecting to Watauga Campus
How Does Aging Affect Learning Motivation?
As we age, our motivation to learn changes. Strategies to use with learners of different ages in the classroom will be discussed.

12:00-1:00 Room B 118 Caldwell Campus
Room W 101 Watauga Campus
4:00-5:00 Room B 134 Caldwell Campus
Room WOTF 103 Watauga Campus

Thursday, April 25, 12:00-1:00 and 4:00-5:00 at Watauga Campus connecting to Caldwell Campus
Sit and Get Doesn't Grow Dendrites
Adults remember 5% of what they hear from a lecture. Strategies to help learning stick will be discussed.

12:00-1:00 Room B 118 Caldwell Campus
Room W 101 Watauga Campus
4:00-5:00 Room B 134 Caldwell Campus
Room WOTF 103 Watauga Campus

Laura Benton:

-NCETA--NC English Teacher's Association--Conference in Charlotte, NC on September 28-29, 2012 Presentation: The Things We Take With Us: Writing as Praxis in the Classroom

-NCWCN--North Carolina Writing Center Network--Conference in Greensboro, NC on November 16, 2012 Presentation: Community College Writing Centers

-SWCA--Southeastern Writing Center Association--Conference in Ft. Lauderdale, FL on February 21-23, 2013 Presentation: The State of the SWCA

Presentation: Preserving and Sustaining Our Work: Directing Writing Centers Through Challenges to Budgets, Support, and Missions

Laura Wollpert:

I attended and presented at the state conference last fall.
-I planned and attended the Western Region Conference for the NC Global Learner Consortium.
-Attended DRE professional development planned by Nancy Risch. (spring)
-Attended professional development planned Margaret Hampson. (spring)
-Attended Advanced Kellogg Institute July 28th- August 2, 2013- The main topic was integrating support services into developmental courses. (I received a certificate of completion)

Movita Hurst:
Clinical Social Work Institute, July 17-20, 2012, Wilmington, NC
Clinical Social Work Institute, May 6-8, 2013, Wrightsville, NC
The following are 1 hour credits obtained from attending the monthly social work lunch meetings at the public library in Boone:

The Practice of Self Healing, August 27, 2012
International Social Work, September 24, 2012
Changing the World One Person at a Time, January 28, 2013
Mediation, February 25, 2013
Appalachian Women and Lees-McRae's New Opportunity School for Women, April 22, 2013
Gay Bullying, June 24, 2013
Motivational Interviewing, August 26, 2013

Alice Lentz, Maggie Sime, Kathy Kelley, Shanna Kirby, and Dena Holman received tuition reimbursement for additional studies.

Dena Holman:
SACS Annual Conference

Bobbie:

N3CSDPA conference Raleigh, NC Oct 7 – 9

CTPA conference Cary, NC April 18 & 19

Admissions & Registrars Salisbury, NC Oct 18

Diane:

N3CSDPA, Oct 7-9, 2012

N4CSGA, Division, Mar 2, 2013

N4CSGA, Conference, Apr 5-7, 2013

N4CSGA, Division, Oct 6, 2012

N4CSGA, Conference, Oct 26-28, 2012

Nancy Leonard:

-Attended North Carolina Association of Higher Education and Disability (NC AHEAD) Conference at Wake Forest University
-Attended NC AHEAD Conference at UNC Pembroke
-Participated in three workshop trainings for DRE implementation presented by Nancy Risch
-Attended two trainings for improving instruction and success in the classroom sponsored by Margaret Hampson featuring a facilitator from Appalachian State University
-Attended training and workshop for National Society of Leadership and Success (NSLS) as Watauga Campus sponsor
-Participated in online webinar about Adult ADHD sponsored by *ADDitude* magazine
-Participated in online webinar training for use of Kurzweil software for students with disabilities

2011-12 College Transfer and Technical Programs Highlights

HEALTH SCIENCES

Nuclear Medicine

- Jimmy Council and Vincent Fox served on the NCCCS e-text committee and both did presentations at the annual conference in October
- Jimmy Council was appointed to the Joint Review Commission in Nuclear Medicine Technology and served as a site visitor/reviewer
- Vincent Fox completed his Master of Science degree

Physical Therapist Assistant

- In March the PTA hosted the Carolinas Clinical Consortium meeting at the Broyhill Civic Center
- Students participated in the CHAMP program (monthly) working with patients on prevention of falls
- Leigh-Anne Boggs became a certified Smoking Cessation instructor and received the PTA Advanced Recognition Award from APTA
- Students and faculty participated in the second annual Homeless Veterans' Stand down
- Martha Zimmerman is presenting about the CHAMP experience at the North Carolina Physical Therapy meeting

Nursing

- The Class of 2012 had a 100% pass rate on the NCLEX
- The first RIBN students (2) began their 4 year program of study in the fall
- Ruth Herold precepted a BSN and MSN students, earned the Certified Nurse Educator credential. She also completed reviews of 3 books for publishers.
- Lena Greene coauthored a textbook on Pharmacology.
- Amanda Moose served as chairperson of the Computer Committee for the A D N council.
- Angela Koontz precepted a MSN student and has been accepted into the Doctor of Nurse Practitioner program at Gardner Webb (starting May 13)
- Jane Arendas precepted a MSN student.
- CCCTI's Pamela Chapman served as Treasurer for the North Carolina A D N council, earned the Certified Nurse Educator credential, and precepted a MSN student
- Renovation of the nursing classroom/lab on the Hudson campus was completed
- A second SIM Man, high tech manikin was purchased for the Watauga campus

Cardiovascular and Medical Sonography

- Upon the retirement of Kim Watts, Sue Halterman became the Program Director
- Sue Halterman was approved as a site visitor for the JRCDMS
- The program held its first pinning ceremony in May
- Students from the CVS program won the quiz bowl at the North Carolina Ultrasound Society meeting in the spring

Speech Language Pathology Assistant

- Upon the retirement of Linda Wortman Lowe, Holly Hanley became the Program Director
- Jessica Raby joined the SLPA faculty
- The SLPA program began a monthly Aphasia support group
- Holly Hanley presented to the North Carolina Board of Examiners in Speech and Audiology in April on the use of Speech Language Pathology Assistants
- 100% pass rate on the SLPA registration exam. All 9 students passed!

Ophthalmic Medical Assisting

- Faith Race finished her Associate Degree in December, 2012
- Barbara Harris passed the Certified Ophthalmic Technician exam (COT)
- Faculty and students participated in a free clinic sponsored by the Lions Clubs each month
- Faculty and students did vision screenings at the second annual Homeless Veterans' Stand down
- In March the program had a site visit for re-accreditation. The program was found to be in substantial compliance with all standards. There were no recommendations.
- Barbara Harris served as Consortium of Ophthalmic Training programs representative to the Joint Commission on Allied Health Personnel in Ophthalmology (JCAHPO) and Faith Race served on a special technology task force.
- Barbara Harris lectured at the JCAHPO regional meeting in Greensboro in September**.**

Radiography

- Rosanne Annas served as site visitor for the JRCERT and led the NCCCS Radiography Instructors in a state-wide curriculum revision
- The class of 2012 had a 100% pass rate on their registry exam

HUMANITIES/FINE ARTS/SOCIAL SCIENCE

Music

- CCCTI remains the sponsoring institution of the North Carolina Great Teachers Seminar which was held February, 2013. Kay Crouch serves as the statewide coordinator.
- Shelby Hall is the first recipient of the newly established Kay and Patrick Crouch Music Scholarship.
- Two AFA-Music students transferred to senior institutions this spring (one to Appalachian State University's Hayes School of Music and one to Western Carolina University's Music Department). Three current AFA-Music students have been accepted at senior institutions for the fall: one to ASU in music, one to Lenoir-Rhyne University in music, and one to ASU in elementary education with a minor in music.
- Kay Crouch continues to do a number of guest lectures (in Southern Culture, etc.) but the only "special" one was last fall; when English and Reading classes collectively read Sharyn McCrumb's The Ballad of Tom Dooley, Kay spoke on (and performed) the actual ballad at a lunch-time presentation.
- Kay Crouch continues to serve on the advisory board for the JAM (Junior Appalachian Musicians) program through the Caldwell Arts Council, on the advisory board for the JE Broyhill Civic Center, and in the Rotary Club of Caldwell County in which she is active in international programs.

Visual Art

- Jane Harrison sent four artworks to the NC Community College Art Show which opened this spring in Raleigh
- *Printed,* an exhibition of CCCTI Printmaking students at Caldwell Community College in April.
- Laura Aultman
  - ***Branches*** Visual Arts co-editor and visual arts juror
  - Guest Mini-lectures for Klamborowski's American History I HIS 131 course, Watauga Spring 2013
  - *Art & Propaganda during the American Revolution* lecture
  - *Art & Photography during the American Civil War* lecture

- Hosted a Three-Dimensional Photography session for art students to help them with submitting to ***Branches*** – Watauga Spring 2013
- **Publications:**
  "*Safety Plate*" (image of ceramic artwork) in ***500 Prints on Clay*** published by Lark Books, Juror Paul Andrew Wandless, publication date March 2013, image on page 153
- **Attendance at Workshops/Lectures off Campus**
  - **"The Manipulation of Memory: Selling 'Traditional' Zulu Symbolism," Lecture** by Dr. Elizabeth Perrill at the *African Art: Symbolism and Surface Symposium* hosted by ASU
  - Ceramic Slip Casting Demonstration and Artist Lecture by Janet Williams, Ceramic Professor & Coordinator at UNC-Charlotte part of the ASU *Spring Lecture Serie*

- Holly Korta attended a WorldView conference in February 2013 regarding integrating International Humanitarian Law into the curriculum and will be building the fall PSY 241-Developmental Psychology course with this information.
- Holly Korta & Cate Shiles will be traveling to Washington DC at the end of May to meet with the Berliners to plan a new collaboration between their students and students at CCCTI.
- The department, as a whole, is working on the Global Distinction program along with various other members of the CCCTI community.
- Keith Starnes facilitate a presentation on the Mormon faith given by Dr. David Shockley via teleconferencing technology from Surry CC. This presentation was given twice last year to World Religions classes
  - Student participation in Yoga exercises in class in World Religions
  - Sharing in Southern Culture classes original copies of letters written by or to Confederate veterans
- David Freeman expanded his leadership and coordination role for the Watauga campus student workshops program. A total of 64 workshops were offered this academic year (31 fall semester and 33 in the spring). This included a wide variety of new and innovative workshops with a goal of enhancing student academic success and, consequently, institutional retention rates.
- David Freeman participated in the delivery of public information about the college via an interview on *MTN-TV* to discuss the Watauga student workshops.
- The department continues to work toward teaching excellence. Team-teaching is still an upfront and center project as well as a focus on global issues and critical thinking.
- Frankie Kelly
  - World View Conference in Chapel Hill. Attended by five faculty from CCC&TI.
  - Enrolled in Graduate Certificate Program at ASU in Expressive Arts Therapy.
  - Student participation in Community Outreach Projects in Ethics and Philosophical Issues classes
  - Ongoing work of Global Diversity Committee and its subgroups.
  - Submitted a proposal for a course in Cosmology and Consciousness for consideration as a CCL course.
  - Visit to World Religions classroom of members of a Pakistan Student and Teacher exchange program with Boone Regional Schools

BUSINESS

- Regina Hartley has been asked to join the Board of Directors for Lenoir Rotary
- Dr. Paul Howe earned his PhD in Organizational Behavior from Capella University in May. His dissertation is entitled "Exploratory Research in Career Intervention."

- At the conclusion of spring semester, Dr. Regina Hartley, Dr. Paul Howe, and Kelly Greene hosted the annual Phi Beta Lambda and Rotaract (PBL/R) Professional Development Forum for CCC&TI Chapter members at the Broyhill Civic Center. Activities included a complimentary business "etiquette" luncheon and workshops on interviewing skills and dressing for success. Cash awards of $250 were distributed to President Sarah Hicks for the Chapter Presidential Award; SGA-Rotaract Senator Timothy Wallace, for the Chapter Emerging Leader Award; and SGA-Phi Beta Lambda Senator Rodney Williams, for the Chapter Top Recruiter Award.
- At its State Leadership Development Conference in April, the NC Chapter of Phi Beta Lambda awarded the CCC&TI Phi Beta Lambda Chapter Third Place in Largest Membership of the Western Region.
- Derinda Stiene attended the Community College Accounting Instructors' Conference at Western Carolina University in April.
- Kelly Greene attended the Chairs Academy International Leadership Development Conference in Phoenix in April.
- Dr. Paul Howe attended the World View **Latin America and North Carolina** Spring **Seminar** held at the Friday Center in Chapel Hill in March.
- Kelly Greene attended the DCI Department Chairs Institute at Guilford Technical Community College in Marc
- Dr. James Rodkey attended the Walker College of Business Entrepreneurs Summit at Appalachian State University in March.
- Derinda Stiene attended the Forum for Innovations in Accounting at Guilford Technical Community College in March.
- Anna Alexander escorted students to Accounting Student Night presented by the Catawba Valley Institute of Management Accountants in March.
  Anna Alexander escorted NCACPA student scholarship candidates to the Accounting Scholarship Night hosted by the Catawba Valley Chapter of the North Carolina Association of Certified Public Accountants (NCACPA) in November. Tracy Vujovich, CCC&TI Accounting graduate, was awarded the prestigious state award of $1,500.
- David Manifold attended the 2012 Accounting Education Forum sponsored by the NCACPA in Raleigh in September.
- Dr. James Rodkey served on the Board of Directors for the Watauga County Branches of the NC State Employees Credit Union.

Medical Office, Office Administration, and Paralegal

- Yvonne Cockerham is working with Basic Skills to transition students to curriculum programs.
- Paralegal students had a 100% passage rate on the North Carolina Certified Paralegal exam.
- Melodie Yancey, Jean Branham, and Yvonne Cockerham attended the Co-op conference
- Amy Hall attended the North Carolina Paralegal Association Annual meeting in April 2013.
- Melody Yancey went to the assessments conference and the DL conference

Cosmetology

- Cosmetology had a 97% passage rate for 2012.
- Caldwell and Watauga cosmetology instructors attended a National Council of State Boards National Testing Overview in Greensboro April, 2013.

- The Cosmetology students did a day of manicuring for the senior citizens at the Broyhill Senior Center.
- Each cosmetology instructor has attended several continuing education classes during 2012 and 2013.

MATH/SCIENCE

- Jeannie Hollar continues to represent the college as Western Regional Vice-President of the North Carolina Mathematical Association for Two-Year Colleges (NCMATYC).
- Janice Wheeling coordinated *Supplemental Studies for Middle School Students: Creating an Interest in Health Science Careers.* This effort included a glimpse of the college campus that focused on careers in the health sciences and a human torso demonstration activity:
    - Study 1: A Glimpse of the College Campus with a Presentation that Highlights Careers in the Health Sciences and
    - Study 2: A Human Torso Demonstration with a Dissection Activity. These studies were supervised by Janice Wheeling with assistance from other science and health science faculty.
- Dale Harrington attended the ABLE conference summer, 2012, in Chapel Hill, and the Perspectives in Biology conference at Wake Forest University in November, 2012.
- David Deviney has successfully defended his dissertation and will receive his Masters in Science degree prior to the end of May, 2013.
- Aaron Cook completed a week long practical experience Leadership Conference held in the back country of New Mexico. The conference was based on Robert Greenleafs concept of servant leadership. One facilitator for the week was Retired Brigadier General David Van Kleck.
- Stacy Regan was named as the CCC&TI liaison for both AMATYC and NCMATYC. Note: AMATYC is the national counterpart for NCMATYC. She also developed a new online course for Mat 171 in Moodle
- Mike Bradshaw has participated in numerous developmental math redesign, Math CIP, and CAA workshops and meetings across the state during the past year
- All full-time math instructors attended the NCMATYC (North Carolina Mathematical Association for Two-Year Colleges) conference at Haywood Community College in April, 2013. The two central themes of the conference were developmental redesign and the math curriculum improvement project. Stacy Reagan & Michelle Powell made a presentation: "How to Use Respondus" at the NCMATYC conference. Respondus is testing software which can be used in conjunction with Moodle.

INDUSTRIAL/PUBLIC SERVICE

Automotive System Technology

- In 2012, the Automotive Systems Technology receives a hybrid car and gets it wrap in 2013.
- In 2012, Roy Jennings is working with Basic Skills to transition students to curriculum programs (GED + Automotive Degree).
- In 2013, The National Automotive Technicians Education Foundation (NATEF) informed Roy Jennings that their mid-point compliance review of our Automobile training program continues to meet the NATEF standards of quality education.
- In 2013, Aden "Tate" Townsend, PT automotive instructor, received the inaugural "Distinguished Alumni Award" from Basic Skills.

Aviation Management & Career Pilot Technology

- In 2012-13, Aviation had the highest enrollment since the beginning of the program.
- In 2013, Aviation had the most graduates (10) since the beginning of the program.

- Landmark Aviation, a nationwide company operating at fixed bases, has partnered with Caldwell's aviation program to provide internships for students in their second year. This "pilot" program, beginning in the summer of 2013, is a project that Landmark has worked two years to establish.

Biomedical Equipment Technology

- In 2012, John Noblitt attended and presented at North Carolina Biomedical Association annual state symposium
- In 2012, John Noblitt was inducted as a Honorary Lifetime Member to the North Carolina Biomedical Association (NCBA) for his many years of service to organization. (one of 22 Honorary Lifetime members)
- In 2012, John Noblitt attended national Association for the Advancement of Medical Instrumentation (AAMI) in Charlotte, NC
- In 2012, John Noblitt served on AAMI's core curriculum project for BMET programs and served on the national awards selection committee.
- In 2012, BMET began an Imaging Repair program designed to provide advanced certification through Continuing Education.
- In 2013, the state of NC fully certified our imaging lab to begin the x-ray program.

Basic Law Enforcement Training

- In 2012, BLET had 100% passing on the state commissioning exam.

Collision Repair and Refinishing

- The students receive experience in painting both city police and county sheriff cars.
- Students also routinely paint and repair BLET cars to keep cost down.
- The program received a Shark Laser Measuring Frame system ensuring compliance with industry standards.
- The program also received a state-of-the-art A/C Recovering system that exceeds industry standards enabling students to work on latest equipment.

Early Childhood Associate

- In 2013, awarded a $4,000 ECADA grant to help pay for site visit expenses associated with program accreditation.
- In 2013, Mandy White received confirmation that our Early Childhood Self-Study Report for Accreditation Review had been approved. The site visit has been scheduled for 9/29-10/2.
- In 2013, Mandy white and Linda Allbritton attended the 2013 T.E.A.C.H. and WAGE$ Professional Development Symposium.

Engineering Technologies –

- In 2012, Joe Looney receives CCC&TI's Donald W. Lackey Award for Excellence in Teaching and is nominated for the 2013 North Carolina Community College System/RJ Reynolds Excellence in Teaching Award.
- In 2013, the college purchased extensive advance machining/CNC equipment to our machine shop to upgrade our mechanical engineering program.
- In 2013, the college installed a new CAD/drafting lab in G-134.

Emergency Management Technology

- Emergency Preparedness Technology changed to Emergency Management Technology.

Landscape Gardening

- In 2013, Debbie Mitchell received the International Accreditation as an Organic Land Manager from Oregon Tilth.
- In 2013, Debbie Mitchell completes a Master of in Higher Education from ASU.
- In 2013, Tom Sloop completed a Bachelor of Science in Organizational Leadership from Mountain State University and begins graduates studies at ASU.
- In 2013, the students received third (3rd) place in the Creative Award category at the Southern Spring Show in Charlotte, NC.

Truck Driving Training

- In 2012, MDI donated a truck to the Truck Driving program.
- Rudy Fox to retire on May 31, 2013 after more than 20 years of faithful and dedicated service to the Truck Driving program.
- Roger Chester to assume Director of Truck Driving Training on June 1, 2013.
- In 2013, the college foundation receives a $10,000 endowment (Tony Pope Memorial Scholarship Fund) from John Pope, owner of Cargo Transporters, for scholarships for Truck Driving Training students.
- In 2013, Truck Driving Training to add another college (Isothermal CC) to our growing list of off-campus training sites and possibly another college yet to be named.
- Truck Driving Training to move to Adult, Corporate, and Continuing Education on July 1, 2013.

ENGLISH, READING, and COMMUNICATIONS

Writers Symposium, April 2013

- Wiley Cash was the featured speaker for three events on both campuses.
- Students read *A Land More Kind Than Home*.
- Offered Book Discussions for each novel.
- Over 600 students, faculty, and community members in attendance.

Branches, vol. 16, March 2013

- Collaboration of English and Art Departments.
- Opening receptions held on both campuses in March 2013.

Matt Williams

- Advised the CCCTI Ambassadors.
- Organized campus Poetry Challenge for National Poetry Month.
- Attended the NC CEI Fall Conference in October 2012.
- Attended the TYCA Conference in March 2013.
- Attended the Southern Writing Center Association Conference, Greensboro, NC, in November 2012.

Wyatt Reynolds

- Attended the NC CEI Fall Conference in October 2012.

Gloria Rabun

- Facilitated book discussions each semester.
- Receive recognition of "Excellence in Teaching Award" from Sigma Alpha Pi's "The National Society of Leadership and Success" (our campus chapter), nominated by former students.

Nancy Risch

- Coordinated Writers Symposium and Branches events on both campuses.
- Coordinated workshops for faculty, staff, and students on new DRE courses, for both advising and instructional purposes.

- Served as guest lecturer in ACA 111 classes for several faculty members to discuss plagiarism, writing essays, and reading strategies.
- Attended the Accelerated Learning Programs Conference, Baltimore, MD, June, 2012.
- Presented/Attended NCCCS Conference, Raleigh, NC, October 2012.
- Presented/Attended/Coordinated CEI Conference, Winston-Salem, NC, October 2012.
- Attended TeamUP English Composition Conference, Asheville, NC, November 2012.
- Served on the NCCCS DEI Task Force for English/Reading Redesign. Attended semi-monthly meetings in the central region of the state, developed course competencies, goals, and objective for all DRE courses. Worked on the committee to develop the glossary for the Curriculum Guide. Also for the Curriculum Guide, served on the committee that developed course descriptions, strategies, sample assignments, sample assessments, etc. for the DRE 098 and DRE 099 courses in particular.
- Attended/Presented at regional and statewide DEI Information Sessions for English/Reading Developmental Redesign. Coordinated arrangements for the regional information session hosted at CCC&TI.
- Served as Western Regional Representative for the NC CEI Board. Served on the conference planning team coordinating local arrangements.
- Served as Lenoir-Rhyne University Champion for the Alumni Association since 2009.
- Served as Grant Reviewer for NC Foothills Affiliate of the Komen for the Cure Foundation, evaluating and awarding over $155,000 in grants in 2013.

Tom Hearron

- Served as board member for NC Conference of English Instructors.
- Presented/Attended the NCCEI Fall Conference in October 2012.
- Presented/Attended the TYCA Spring 2013 Conference.
- Served as consultant and faculty trainer for Alamance Community College's QEP in writing across the curriculum.
- Served as a member of the Town of Boone Board of Adjustment.
- Served as a member of the Executive Board of the Watauga County Arts Council

Nancy Posey

- Had poems selected for publication in the 2013 *Poets' Market* and had another selected for 2014.
- Awarded the NCCCFA Scholarship for the Great Teacher Conference in February 2013.
- Presented/Attended NC English Teachers Association in Fall 2012.
- Presented/Attended NCCEI Fall Conference in October 2012.
- Attended the NC Writers' Network Fall Conference in November 2012.
- Coordinated National Poetry Month activities, workshops, Poetry Slam in April 2013.

Paula Rash

- Attended the NC CEI Fall Conference in October 2012.
- Attended the TYCA Conference in March 2013.
- Coordinated a workshop on *The Ballad of Tom Dooley* by Julie Mullis of Wilkes Community College in the fall 2012.

Brad Prestwood

- Attended the NCCCS Fall Conference in October 2012.
- Attended the TYCA Conference in March 2013.

Suzanne Shaut

- Facilitated the Poetry Poster Panorama along with other Poetry Month activities on the Watauga Campus.
- Attended the NCCEI Fall Conference in October 2012.

Amy Tilly

- Attended the NCCEI Fall Conference in October 2012.
- Selected to attend the North Carolina Humanities Council seminar, "Muslim Journeys: Islam and Its Many Roads" Teachers Institute Summer Seminar.

Heather Chapman

- Co-chaired Branches Committee, Literary Editor.
- Organized Branches opening receptions.
- Attended the Southern Writing Center Association Conference, Greensboro, NC, in November 2012.

Jessica Chapman Faucette

- Co-chaired Branches Committee, Literary Editor.
- Advised CCCTI Ambassadors.

Amy Cortner

- Selected as Featured Poet for Poetry Hickory in September 2012.

Christina Toy

- Attended Carolinas Communication Association Conference, October 2012
- Attended Department Chairs Institute, March 2013
- Presented "Effective E-mail and Cyber Profile Communication." To health professions ACA classes.
- Joined newly formed Communications Advisory Committee with representatives from Appalachian State, UNC Charlotte, UNC Greensboro, Mitchell Community College, Catawba Valley Community College, and Caldwell Community College and Technical Institute.

DeAnna Chester

- DeAnna Chester is our 2012-13 Great Teacher and will attend the national Great Teachers Conference in Hawaii this summer.
- Presented workshops on speech anxiety and how students can clean up their online profiles before job hunting.

Matthew Malloy

- Created and taught a basic public speaking course for the Candidates for the Diaconate for the Catholic Diocese of Charlotte to help prepare them for preparing and delivering sermons once ordained. (Fall 2012).
- Revised Instructor Resource Manual, Test bank, and PowerPoint's for *Essentials of Human Communication*, DeVito, 8th Edition. This is the textbook that we use in COM 120: Introduction to Interpersonal Communication.
- Attended Carolinas Communication Association Conference, October 2012
- Worked with computer programming students to develop an app for tablets/Ipad for the Communication Department speech rubric, to allow the Ipad/tablet to be used to observe and then grade speeches.
- Participated in NCCCS state-wide E-text pilot.
- Advised the CCCTI Ambassadors.

CCC&TI will promote and support instructional and curricular innovation

(1.2.2)

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

Unit (Program/Department/Division): CCCTI

Planning Year: 2012-2013

							Closing the Loop Complete by August, 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**
	4.2.4.a	Oversee construction needs at Watauga Campus	Enhance student learning environment		Yes	President/staff	Completed	
	4.2.4.a	Oversee construction needs on Caldwell campus	Enhance student learning environment		Yes	President/staff	Completed	
	1.1.1,	Provide funds for international travel for faculty, staff, and students	• 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	Completed	
	1.1.1	Provide financial support for professional development of staff/faculty	• 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	Completed	

	1.1.1	Provide support of course development and student activities which promote global perspectives	• 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	Completed	
	2.2.1 3.1.4 4.1.1	Construct a multi-purpose emergency services training facility to enhance course offerings.	• 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	Unknown	Yes	Director; Emergency Services; Coordinator/Instructor; Emergency Services; Department Chair; Corporate and Continuing Education; VP, Adult, Corporate and Continuing Education; VP, Facility Services	Carried forward. Completion of new classroom building should be completed by December 2013.	Continue to monitor needs.
	2.2.1 3.1.4 4.1.1	Grow the Electrical Linemen Program by: • 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	• 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.	Ongoing	Unknown	Coordinator; Emergency Services	Purchased two trucks and a pole trailer to increase class capacity. Increase part-time instructor database.	Continue to monitor

	1.1.1 1.1.2 1.2.1 2.1.1 2.1.2 2.2.2 3.1.2	Build a strong VMware team to meet the growing demands of the Academy by: • Hiring a Permanent Part-Time Position to expand the program and offer additional sections to students, businesses, and industries throughout the world. Identify a "VMware" lab where courses could be delivered without time restrictions to meet the growing global demand.	• The Academy has trained multiple staff from 26 of 58 NC Community Colleges • Fall 2011 VMware courses showed growth in enrollment due to dynamic online delivery method and advertising • All courses for spring semester were filled within days of the sections opening for registration by individuals from approximately 8 states and two foreign countries. • CCCTI is now a Regional Training Academy for VMware which is projected to increase demand for courses. • Developed partnership with Coastal Carolina University offering VMware courses. One section provided over 2,400 hours of hybrid/seated instruction or 3.5 FTE. Additional section(s) has been requested for Fall 2012 • Single point of failure, having only one instructor capable of delivering content, has proven to be a problem. Additional staff and training will be needed to meet demand due. • By expanding the Vmware Academy, there is the potential to grow similar advanced training programs based on this model. Ex: Red Hat Academy • Additional equipment/upgrades may be needed depending of equipment demands and failures	Ongoing	Yes	Coordinator/Instructor; Business and Industry; Department Chair; Corporate and Continuing Education	Carried forward.	Certified VCP Instructor has been hired to help meet demand in VMware course offerings.
	1.1.1 1.1.2 1.2.1 2.1.1 2.1.2 2.2.2 3.1.2	Develop a Call Center Institute to meet regional employer demands with the goal of becoming "the" Call Center training facility of Western NC.	• Currently working with team of employers to develop curriculum – may require additional part-time instructors, software and equipment as the program develops and needs are identified.	Ongoing	Unknown	Director; Business and Industry; Department Chair; Corporate and Continuing Education; Call Center Team	Carried forward.	Curriculum has been developed. Classes have been and are currently being offered.
	1.2.1 2.1.1 2.2.1	Enhance videos, props, and simulation equipment for firefighting and law enforcement training.	• Equipment will provide students with realistic simulations.	Fall 2012	Yes	Director; Emergency Services	Purchased and received Enforcer Door and Simunition guns.	Continue to monitor current inventory and compare against needs.

	1.1.3 2.2.3 3.1.1	Add additional industry recognized stackable credentials in programs to include but are not limited to Phlebotomy, Pharmacy Technology, Electrical Linemen, and Welding to increase the marketability of students	• By equipping students with stackable industry recognized credentials, the likelihood of gainful employment will increase.	Ongoing	Unknown	Corporate and Continuing Education Department	Ongoing American Society of Phlebotomy Technicians (ASPT) testing now offered on both the Hudson and Boone campuses	Working with a local provider to offer our welding students their 3G welding certification. Continue to encourage students to test and become certified thru the ASPT to increase marketability and career advancement

	1.1.2.b 2.1.3.a 3.1.4.a	Develop and implement transitions programming. • Develop and implement a continued bridge programs 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 services for adult entering Basic Skills • Incorporate CPT prep into all secondary curriculum Identification of application, advising, CPT process.	• 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 Skills. .	Ongoing	Yes	Beverly Jaynes Jennifer Foster Kim Hinton Sally Lackey Christie Arney Melissa Darling Lynn LeFever	Career Pathways class, July 2012 Partnership with TRIO in ACA 090 January 2012 Contextualized Curriculum training and delivery October 2012 Nine career pathways created May 2012 157/318 graduates enrolled or registered to post-secondary May 2012 CPT Prep classes offered January 2012 and every semester through August 2013 Addition of HRD component to Orientation and Assessment Aug 2012 Advisor Training for all Prof staff Mar-May 2012 Purchased WorkForce Connects Software for use in career assessment, career exploration, and academic skills building. Staff were trained July, 2013 Career planning emphasis is a regular part of Transition Advising with all ASE graduates.	Continue with activities listed Fully engage in Accelerating Opportunity grant activities Expand activities to ABE levels with integration of STAR Reading Will continue CPT Prep classes Plato was purchased June, 2013 and staff are now being trained to implement in the classroom for all academic levels to assist students in completing academic goals as they transition into curriculum and continuing education classes through participation in the Basic Skills Plus program

	1.1.2.a 2.1.1.b	Prepare for changes to GED testing including test change over and computerized testing. • Establish minimum level of computer literacy skills Increase the incorporation of computer literacy instruction and training into existing ABE/GED classes.	• 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.	January 1, 2014	Yes	Dena Holman Susie Hutchens Kim Hinton Lynn LeFever Beverly Jaynes	Created and disseminated Five Year Technology Plan Integrated computer assisted instruction in all program areas through use of iPad technology Provided professional development for faculty July 2012 Testing Center has been renovated in order to comply with Pearson Vue Testing Center requirements. Renovations should be complete by August, 2013. GED staff began an extensive online course for training in the new GED 2014 content in July, 2013. Purchased Plato online curriculum for use in all levels for ABE/ASE/ESL. Staff are being trained now.	Continue with current activities Follow Technology plan Provide more classroom activities for student practice in various forms of technology so that students have opportunity to learn these skills in context. Strategy is ongoing as more technology is needed by students to succeed in the GED/AHS programs and to be prepared for college. GED staff will complete the online training by December, 2013.
	2.1.1.a 2.1.2.c	Work with Early Headstart to maintain family literacy services.	• Program expansion. • Provide services to more families	Ongoing	No	Shari Brown Beverly Jaynes	Partnership includes joint advisory, enrollment of children of FamLit students, transfer to NC-PreK, facility sharing July 2012	Continue
	2.1.1.a 2.2.2.c 4.2.4.a	Continue to search for additional funds for all program areas on both campuses.	• Promote program sustainability. • Increase program ability to provide adequate supports to students.	Ongoing	No	Beverly Jaynes Christie Arney Beverly Marcellin Melissa Darling Mandy Williams Kim Hinton Jennifer Foster Lauri Stilwell Sally Lackey Sandy Blair Shari Brown	Receipt of$310,000 in grant funding for 2012-2013 program year	Continue

	1.1.3.a 1.2.1.a	Evaluate the use of the NC Content Standards for curriculum development, classroom instruction, and alignment with assessment materials.	·To further address the program outcome related to improving the retention rate of students and improve student learning.	4/30/2013	No	Kim Hinton Lynn LeFever Mandy Williams	Instructor training in process, implementation ongoing	Continue
	1.2.2.a 1.2.2.b	Develop and implement workshops for helping students develop personal strategies for addressing learning styles, self-esteem, decision making, social skills, soft skills, etc.	• Promote students' self-advocacy. • Expose students to resources and information that will enable them to grow in their abilities to succeed in areas not necessarily related to academics. • To increase self-advocacy skills of students desiring to enter post-secondary training/courses. • To increase student awareness of learning styles for improved performance in class. • To increase social and soft skills necessary for job interviewing and job performance. ·To give students more opportunity to explore careers based.	Ongoing	Yes	Beverly Jaynes Christie Arney Beverly Marcellin Melissa Darling Mandy Williams Kim Hinton Jennifer Foster Lauri Stilwell Sally Lackey Sandy Blair Shari Brown	See transitions programming Career exploration in included in Orientation and Assessment process Family Literacy uses Life Transitions through Literacy on a regular basis with all students.	Continue WorkForce Connects software will be used for career assessment and exploration in both on and off campus classes. This also includes learning styles assessments decision making, and workplace soft skills.
	1.1.2.a 1.1.2.b 1.1.2.c 1.1.3.a 1.2.2.a 1.2.2.c	Implement Basic Skills Technology Strategic Plan, Year 1 • 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.	• To assure that Basic Skills students have the necessary technology tolls 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	Beverly Jaynes Melinda Hefner	All purchases realized except for motorized screens and two of ceiling mounted projection units July 2012	Move to year two of plan

	1.2.1.d 2.1.2.b	Collaborate with ASU to develop CED community class in Watauga County.	• To better serve students in Watauga County. ・To respond to identified need for services.	6/30/2013	Yes	Christie Arney Lynn LeFever	Community class on the Watauga campus started in March, 2013	Ongoing with continued collaboration with ASU
	2.2.1.c 2.2.2.a	Expand CED curriculum at Gateway Opportunities to include visual arts instruction.	• To increase student engagement and retention. • To increase academic progress. ・ To promote use of real life activities.	Ongoing	Yes	Christie Arney	Hired pt instructor for visual arts July 2012	Ongoing
	2.2.1.c	Revise CED curriculum to include more "interest" based classes.	• Increase student engagement and retention • Increase academic progress ・Promote use of real life activities	6/30/2013	No	Christie Arney	Began interest based classes at COI, WOI May 2012	Increase offerings
	1.2.1.a 1.2.1.b 2.2.1.c	Continue to evaluate instruction at Mulberry Rec to determine need and feasibility of group instruction.	• Offer adequate opportunities for students to work in cohorts. • Increase student success. • Promote structure and consistency to ABE level students. ・Provide appropriate learning technologies.	Ongoing	No	Lauri Stilwell Kim Hinton	Revised schedule Increased direct instruction class by offering a weekly 4 hour reading class and 4 hour math class Provided more structure to schedule July 2012 by including a technology class once/week	Add more hours of direct instruction
	1.2.1.a	Implement targeted instruction for low literacy level students.	• To increase student goal completion and level movement at the lowest levels. ・To explore different methods of instructional delivery to increase student progress.	6/30/2013	No	Kim Hinton Lynn LeFever	Staff engaged in STAR Reading Training August 2012 Low level students in Watauga have been enrolled in the special populations class or in the College Compass class	Ongoing
	1.1.2.a 1.1.2.c	Renew Skills Tutor and other software licenses.	• To assure that students have access to necessary and sometimes required instructional technology. ・To enhance instruction.	January, 2013	Yes	Beverly Jaynes Melinda Hefner	Responsibility shifts to CIS (July 2012) Renewed in 2013: SkillsTutor, PreGED Online, GED Online, ITTS, and WorkForce Connects	Ongoing

	2.2.1.c	Expand class offerings in Watauga County.	• Establish ABE/GED class at the Hospitality House and Corporate and Continuing Education Center in Watauga. • Establish ESL class at Health Department with Health Department staff providing childcare. •	12/31/2012	Yes	Lynn LeFever Melissa Darling	Hospitality House to begin Sept, 2012 Class at the Health Department was investigated but the Health Department could not provide space.	Hospitality House class ran from Sept-Dec, 2012 and closed due to low attendance
	2.1.3.a	To redesign the framework for Basic Skills (College and Career Readiness) and to change the departmental name to align with the System Office. To aggressively promote Career Pathways and Accelerating Opportunity in the community through billboards, TV spots, and in-house resources To work closely with Marketing and Communications to develop new ways of promoting the department and programs. To begin internally producing segments for College Connections. To continue to promote current programs.	• Redefine Basic Skills to become College and Career Readiness exemplifying what the department offers to students. • Recruit students using focused strategies. • Market these new program opportunities to currently enrolled students . •	Ongoing	Yes	Beverly Marcellin	All strategies implemented by July 2013. New name: College and Career Readiness/Adult Education	Continue working with Marketing to promote all programs of Adult Education
	1.1.1	Continue to cultivate multicultural and global perspectives in all Basic Skills students through the annual Multicultural Fair and other events that encourage global awareness.	•	Ongoing	Yes	BAS Staff	Multicultural fair and activities were held April, 2013 Integration of activities in classes International Film Festival	ongoing
	1.1.1.a. 1.2.3.a.	Students will plan and present a professional development session on using iPads for Basic Skills faculty, staff, and students	• Students will be improve language and employment skills by planning and presenting a professional development seminar before a group of native English speakers.	6/30/2013	No	Melissa Darling Beverly Marcellin	Completed November 2012—students taught students and staff on campus and at the FRC	Ongoing
	1.2.1.a.b.c.d. 1.2.2.a.b.c. 2.1.2.a.b.c. 3.1.2.a.b.c 3.1.3.a 3.1.4.a.b	One Part-time Culinary Arts Instructor for HCAM	• Need addition of a part-time faculty member to instruct courses at HCAM. Partnership with them will require on site instructor.	August 2012	Yes	Director of Culinary Arts	Item funded fall 2012, and implemented fall 2013.	

	1.1.3.a.b. 1.1.4.a.b. 2.2.3.a.b.c.	Support for the volunteer income tax preparation (community involvement) initiative. (Faculty release time, funding for volunteer recruitment and recognition activities, etc.)	·Provides students with the opportunity to offer needed services to low-income members of our community; provides excellent work-related experience for our students; and provides publicity for the accounting program.	June 2013	Yes	Director of Business Programs	Item partially funded fall 2013	Will continue to seek funding.
	1.1.2 1.1.3 1.2.1 1.2.2 1.2.3 1.2.4 3.1.2 3.1.3 3.1.4	Provide faculty with professional development opportunities through travel to workshops, conferences, continuing education seminars, and other industry-related activities, etc.	·Increase expertise of faculty, knowledge of current industry trends and regulations, and promotion of strategic industry relationships and trade association memberships among faculty members.	June 2013	Yes	All Program Directors and their Faculty	Item partially funded.	Will continue to seek funding.
		Purchase mirrors for our beginner lab.	· To enhance the work of the students in the lab. There are no mirrors in this lab. It is difficult for students to do salon performances when they have no view of what they are working on.	July 2012	Yes	Margaret Hampson. Dr.Regina Hartley	Item funded with other source fall 2012.	
	1.2.1c 1.2.2 b	Two Heat Lamps for Caldwell Cuisine and Culinary Guild sponsored events.	·This was identified from the advisory committee as a need. During the last Culinary Guild event, heat lamps had to be borrowed.	August 2012	Yes	Director of Culinary Arts	Item funded with other source fall 2012.	
	1.2 4.2.3.b 4.1.3a	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	Jan. 2013: Position funded	No action

	1.2.3.b	Fund all faculty for at least the registration of a professional development activity	On-going. The following faculty expressed an interest in attending the State Conference in October: Starnes, Crouch, Shiles, Hamby, Simmons, Kelly, Holste. David Freemen expressed interest in attending the NCDL3 conference and Tom Thielemann expressed interest in attending Penland Craft School.	On-going	YES	Department Chair	Great Teacher: Crouch & Shiles System Conference: Holste, Starnes & Crouch WorldView: Klamborowski & Korta DC Berliners: Shiles & Korta CIEE: Simmons	Continue to cycle faculty based on funding.
	1.2.1.b	Continue the development of classes that are linked and/or team-taught	As the focus of the college is on retention, research suggests learning communities increase retention. Student service personnel from both campuses are supportive and are integrating this information into advising sessions.	On-going	NO	Department Chair	Completed for both fall 2012 and spring 2013.	With the addition of the Global Scholar program, this will continue to grow and take on a global focus. With the addition of ENG/COM to the department, more offerings should be planned.
	1.1.3. 1.1.1	Use of faculty through Global Committee to work on sub-committees/working groups as they relate to development of Global Scholar program. Sub groups may include: assessment; curriculum development; marketing; faculty professional development; service learning; e-portfolio; application-graduation.	As more integration across department and student interest increases, there will need to be an increase in coordination of various areas/personnel to make a successful program. The department chair and the members of the sub-committee should be offered a stipend for their efforts	12-13 academic year	YES	Department Chair Global Distinction working group	Completed. The Global Scholar Distinction will be effective Fall 2013.	Continue to update and recruit faculty for these working groups to sustain the program.
	1.2.1.b 2.1.2.a	Continue to offer international and local travel opportunities for students.	With the development of the 2-year plan, preliminary plans are already in place.	On-going	YES	Dept. Chair	Brazil summer 2013 Charleston Spring 2013 Washington DC fall 2013 Ireland/England Spring/summer 2013	
	1.1.1b 1.1.1d 1.2.1.b	Continue to expand international connections.	Planned meeting with Berlin in May 12. One course is on schedule for fall. Faculty travel opportunity in to make connections needs to be in place. Exploration of using a HUM "Lab" option so time of day for meeting is not restrictive to scheduling an entire class.	On-going	YES	Dept. Chair Faculty: Simmons, Kelly, Cloer, Freeman	Met with Berliners, May 2013. Small project planned with Sociology course for fall 2013. HUM lab course added to catalog but there was a delay in putting it on the schedule therefore, no enrollment.	Establish this as a goal within the working groups.
	1.1.4.a 1.1.4.b	Explore Service Learning	Global Scholar/Distinction possibility. May expand to all college transfer areas.	On-going	NO	Dept. Chair Faculty: Shiles	Preliminary work being completed.	Inclusion of resources in the Curriculum Faculty Manual. Explore establishing a working group and/or inclusion in the TET professional development needs.

	1.1.1.a 1.2.3.a 1.2.3.b	Continue to offer professional development opportunities within the ERC Department, including classroom management workshops and orientation workshops for developmental English and reading instructors.	There is a need for professional development within the department, for both full and part time instructors, college-level and developmental, covering issues like classroom management, adapting content to high school students, and developmental redesign. These workshops will provide consistency within the ERC Department and will provide professional development for all instructors. This also helps address assessment issues in English, reading, and communication.	May 2013	No	English, Reading, Communication Coordinators	**Communication Toy** Completed: Classroom Management workshop held 8/2012 at part-time instructor orientation. **Reading/Rabun** Completed: Held Lunch/Learn sessions in fall 2012 and spring 2013 for Reading adjuncts. Discussed "Best Practices" focusing on classroom materials, retention, and student engagement. **DRE workshop** **Risch, Rash, and Rabun** Completed May 2013. Met with full-time instructors and adjuncts to introduce DRE syllabi and class assignments. **ENG 112 & ENG 113 Rash** Completed Fall 2012. Held a work- shop for each on teaching strategies and "best practices."	***Continue to suggest and develop internal professional development opportunities.***

	1.1.1.a 1.1.1.b 1.2.2.c 1.2.3.a 1.2.3.b	ERC faculty members will each have the opportunity to attend one conference during the 2012-13 academic year.	To provide professional development opportunities for ENG, COM, and RED faculty.	March 2013	Yes	English, Reading, Communication Coordinators	Completed: Toy, Malloy - CCA Conference, October 2012. Toy - Department Chairs Institute, March 2013. Chester - National Great Teachers Seminar, 8/2013 Rabun - NCADE regional meetings October 2013 and March 2013. H. Chapman, Rash, Posey, Risch, Hearron, Wyatt, Shaut, and Tilly - CEI conference in October 2012. Williams, Risch, and Prestwood - Systems conference in October 2012. H. Chapman, Risch, Rash, Hearron, Williams, and Prestwood – TYCA conference in February 2013.	**Full-time COM instructors to attend and present at Carolinas Communication Association Conference, October, 2013** More results: Rash, Risch – Cengage conference, November 2013. Posey – NC Great Teachers Seminar, February 2013. Posey – NCETA conference, fall 2013. **Full-time ENG instructors will continue to attend and participate in related conferences.**

	1.2.1.b 1.2.2.a 2.1.2.a	Work with other departments to schedule classes at Watauga High School as part of Pioneer Academy and the new Innovative High School project at WHS.	• With the creation of Pioneer College Academy and a new Innovative High School project at Watauga High School, a full slate of courses is needed to offer the Career and College Promise College Transfer Pathway at WHS. In addition, the creation of a new Innovative High School and Middle College at WHS will also necessitate the offering of some college transfer courses.	October 2012	No	English Coordinator; Communication Coordinator	Completed, but no need for COM courses at this time. English 111 has been offered for two semesters.	**Continue to offer courses as programs develop.**
	1.2.1.b 1.2.1.d 1.2.2.b 1.2.2.c 2.1.2.b	Update and modify developmental English and reading curriculum materials to reflect statewide redesign efforts.	• While we don't have specific information about the new English/reading developmental program yet, we anticipate this to be a fundamental shift in the way we teach developmental English and reading, and we must be proactive in our efforts to adapt. We do know that English and reading will be integrated into one course; therefore, we will begin with researching methods for combining developmental English and reading through meetings with other schools, workshops, and conferences.	Ongoing through Spring 2014	No	Department Chair, ERC; English and Reading Coordinators	Continued. Members from the Developmental Studies committee (Risch, Rash, Rabun, Annas, and Greene) met from spring 2012-spring 2013 to plan the DRE curriculum. These members also explored different software/lab applications with on-campus workshops from several publishers in spring 2013. A DRE workshop was held May 2013 for full-time instructors and adjuncts to introduce the DRE curriculum materials created so far.	**ENG coordinator will work with the new DRE coordinator to align developmental curriculum with the English curriculum.**

	1.2.1.d 1.2.2.a 2.1.2.c	Work closely with English Department at ASU to gain approval of transferability of ENG 112 and ENG 114 as ASU's ENG 2001.	• ASU is collecting data, syllabi, and course outcomes from community colleges in the region who offer ENG 112 and ENG 114 with the intent of accepting these courses as ASU's ENG 2001, Writing Across the Curriculum. We have been working toward this goal for more than a year now as we revised and began offering ENG 112 again. Now ASU is considering ENG 114 for transfer as well. This change would help our ASU transfer students as in recent years, after ASU's General Education core was redesigned, these second-semester freshman courses were no longer accepted to ASU for credit without the full Gen Ed core.	May 2013	No	English Coordinator; English Faculty	Completed: Rash worked with Georgia Rhoades from ASU in spring and summer 2012. CCC & TI received transfer credit for ENG 112 and ENG 114 for ASU's ENG 2001 course starting in fall 2012.	**Sent out information to CCC & TI everyone. Will continue to work on advertising to students and employees about this change.**
	1.1.2.a 1.2.1.b	Offer COM 120 as a fully online course.	• This would serve as yet another delivery method for a very popular, high-demand course. This could allow more seats for Watauga students, who don't have as many sections of COM 120 from which to choose. This also helps free up a classroom at peak times.	August 2012	No	Communication Coordinator; Communication Faculty	Completed: May 2013 Course developed by Malloy and successfully offered in summer 2013.	**Two sections of COM 120 online are offered and full for fall 2013. Will continue to offer in this format.**
	1.1.1.b 2.1.2.a 2.2.3.a 2.2.3.b 3.1.2.a	Continue publication of CCCTI literary/arts magazine, Branches.	• Enhances and enriches program offerings, addresses general education competencies, offers students a valuable cultural experience and broadens their horizons. Offers CCC&TI students a way to publish their creative writing and artwork, a valuable experience for them and their families.	April 2013	Yes	Dept. Chair, ERC and Branches Committee	Completed: Gallery showing/readings offered on both campuses in spring 2013.	**Continue to publish Branches each year.**

	1.2.2.a,b,c	Physics Instructor—Caldwell (10.5 mths)	• 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, Vice President, College Transfer & Technical Programs, Dept. Chair, Math & Science, Science Coordinator	Completed (9 month contract)	
	1.2.2.c	Repair microscopes on Caldwell campus	• Microscope repair needs to be conducted each year (alternating campuses each year) so that microscopes remain in good working condition. We currently have several microscopes which are broken or unusable.	Fall 2012	Yes	Science Coordinator	Completed on both campuses	
	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	Fall 2012	
	1.2.1.c	NAEYC Accreditation	• Provides national accreditation	Ongoing	Yes (annual fee and site visit)	Director, Early Childhood	In progress—self-study submitted March 2013	
	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	Complete	**Ongoing as new software is purchased**
	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	Complete	Continue to add more smart rooms as funding allows
	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	Complete	**Continue to purchase needed network equipment as funding allows**

	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	Complete	**Continue to rotate and replace computers as funding allows**

CCCTI sponsors events for the community that fosters cultural and educational engagement

(3.1.1)

JE Broyhill Civic Center Announces 2012-2013 Showcase of Stars.

Caldwell Community College and Technical Institute's J.E. Broyhill Civic Center has announced the line-up for its 2012-2013 season, which features music, comedy and other family-friendly acts.

The line-up for the season features several well-known acts and kicks off with an exciting night of music with **Dailey and Vincent** on Friday, Sept. 28 at 7:30 p.m. Jamie Dailey and Darrin Vincent became the most heralded new act in bluegrass as their debut album, "Dailey & Vincent" (2008), and busy tour schedule introduced them to wildly appreciative audiences. In 2011, the duo won their first Dove Award for Bluegrass Album of the Year for their all a cappella gospel collection on Rounder Records, Singing From the Heart, released as a fund-raiser for the Tennessee Bible College in Cookeville, Tenn. Dailey & Vincent also earned a GRAMMY nomination in 2011 for Best Country Performance by a Duo or Group with Vocals, and are the reigning three-time International Bluegrass Music Association Entertainers of the Year and Vocal Group of the Year. Tickets for the show are $18.50 for adults and $12 for children.

Darrell Scott will hit the Civic Center stage on Saturday, Oct. 20. In his own words, Darrell Scott is an artist who specializes in "the old country music of cheating, drinking, working, longing, pre-Garth, pre-video, pre-urban-cowboy country music - the voice of working people- people of the land." Scott has been playing country music since his childhood and his love and respect for the heritage and history of country music is evident. If you love old-school country music, be sure to catch Darrell Scott at the J.E. Broyhill Civic Center. Tickets for the show are $15 for adults and $8 for children.

On Sunday, Nov. 4 at 3 p.m., **Mutual of Omaha's Wild Kingdom staring Peter Gros** will offer a fun afternoon of wildlife for the whole family. In his popular live presentations, Peter shares his exciting animal world, travel experiences and timeless tales. He highlights his many adventures with a mix of video clips and bloopers while introducing friendly exotic animals to audience members, and telling inspirational stories dealing with issues of conservation, travel and wildlife filming. Peter's fascinating stories have been thrilling and educating audiences across the country for years. Bring the whole family for an afternoon in the Wild Kingdom! Tickets for the show are $24 for adults and $15 for children.

Foothills Performing Arts will once again offer a holiday show with **"It's A Wonderful Life."** The show will run Thursday through Sunday Dec. 6-9, with nightly shows at 7:30 p.m. and a Sunday matinee at 3 p.m. See the iconic story of George Bailey brought to life by the talented, local players of FPA. This Christmas classic and all your favorite characters, George, Mary, Clarence and Mr. Potter, will help us remember what is most important: love, family, faith and community. Tickets for the show are $15 for adults and $8 for children.

The JEBCC Catering Group will offer a meal on the evening of Saturday, Dec. 8 prior to the show. The meal will begin at 6:15 p.m. Price is $12 for adults and $6 for children 12 and under.

If you need a laugh, **The Water Coolers** will be on hand for a night of comedy on Saturday, Jan. 19 at 7:30 p.m. The Water Coolers is a quirky comedy revue by a troupe that highlights what we talk about at work. The Water Coolers will offer their unique blend of comedy, original songs and song parodies based on the gaffs and experiences everyone talks about around the water cooler at work…or just wish they could. Conceived by one of the creators of the long-running New York hit "Tony n' Tina's Wedding," The Water Coolers celebrate – and skewer – work, life, and balancing the two. Tickets for the show are $18.50 for adults and $12 for children.

Dr. Elliot Engel will be on hand this year for another fascinating presentation on Monday, Jan. 28 at 7:30 p.m. This year's presentation, **"The Rise and Fall of F. Scott Fitzgerald"** will be an in-depth look at the life of F. Scott Fitzgerald, who has been called one of the greatest American authors of the 20th century. Fitzgerald authored four novels including "The Great Gatsby" and "The Beautiful and Damned," and garnered much critical acclaim during his life and career. However, Fitzgerald's personal life was riddled with struggles compounded by alcoholism and the mental illness of his wife, Zelda. Explore the life and work of this fascinating figure from America's literary history.

Engel lives in Raleigh, N.C., where he has taught at the University of North Carolina, North Carolina State University and Duke University. He has lectured throughout the United States and on all the continents including Antarctica. Engel continues to teach outside the classroom and give literary and historical programs throughout the world. Don't miss this interesting and informative presentation. Tickets for the show are $12 for adults and $5 for children.

On Thursday, Feb. 7 at 7:30 p.m. **Live at Birdland featuring The Birdland Big Band directed by Tommy Igoe** will present a night of big band jazz unlike any other. Live at Birdland features The Birdland Big Band directed by Tommy Igoe in a setting designed to recreate the ambience and experience of a night at Birdland, the iconic Jazz landmark club in New York City. This dynamic new ensemble, straight from the jazz Mecca of NYC, provides an unforgettable musical event that goes beyond the traditional and sets the standard for the 21st-century jazz orchestra. World music is explored from every corner of the globe to surprise and delight audiences of all ages while infusing the best of American jazz with excitement that hasn't been seen in decades. Tickets for the show are $24 for adults and $15 for children.

On Thursday, Feb. 28, the famous **Vienna Boys Choir** will take the stage at the Civic Center. No group of child musicians has won more renown than the incomparable Wiener Sängerknaben, founded by Emperor Maximilian I in 1498. Six centuries later, the famed Vienna Boys Choir continues to delight music-lovers across the globe with their purity of tone, distinctive charm and a diverse, crowd pleasing repertoire that encompasses Austrian folk songs and waltzes, classical masterpieces, beloved pop songs, holiday favorites and medieval chant. Gifted musicians with voices of unforgettable beauty, they carry on the Vienna Boys Choir's illustrious tradition as the world's preeminent boy choir. Tickets for the show are $24 for adults and $15 for children.'

The JEBCC Catering Group will offer a meal on the evening of Feb. 28 prior to the Vienna Boys Choir show. The meal will begin at 6:15 p.m. Price is $12 for adults and $6 for children 12 and under.

2013 will be the 15th year for the popular **Caldwell Musicians Showcase**. The event, set for Saturday, March 16 at 7:30 p.m., will bring together some of the area's most talented musicians and singer/songwriters for an evening of homegrown entertainment! Join local favorite Strictly Clean and Decent for an evening of traditional music, Caldwell County style. Tickets for the show are $10 for adults and $5 for children.

IBMA Award-Winners, **The Gibson Brothers**, will take the stage on Friday, April 5 at 7:30 p.m. Eric and Leigh Gibson grew up on a dairy farm outside of Ellenburg Depot, N.Y., in the shadow of the Adirondack Mountains. It isn't the typical beginning for a bluegrass band, but sometimes things just come together. When Eric and Leigh were 11 and 12, their dad asked them to learn to play the banjo and the guitar. Eric chose banjo and Leigh, guitar, and the die was cast. Help My Brother, the Gibson Brothers' 10th album, won the prestigious 2011 IBMA Album of the Year Award. The Gibson Brothers were also named the 2011 IBMA Vocal Group of the Year, the first time a brother duet has been honored with this award. If you love bluegrass, don't miss The Gibson Brothers at the J.E. Broyhill Civic Center. Tickets for the show are $15 for adults and $8 for children.

Rounding out this year's season will be an unforgettable night of music with the legendary **Marty Stuart** on Saturday, May 4 at 7:30 p.m. Marty Stuart started out singing gospel as a child, went on to a bluegrass stint with Lester Flatt in the '70s, six years with Johnny Cash in the '80s, and then came up with his smash "hillbilly rock" hits of the '90s. The four-time GRAMMY-winner, platinum recording artist, Grand Ole Opry star, country music memorabilia preservationist, stylist, designer, photographer, songwriter, all around Renaissance man, charismatic force of nature, and (first of all, perhaps), leader of the extraordinary, versatile touring and recording band The Fabulous Superlatives, Marty Stuart has shown a showman's zest for every conceivable flavor of country music. Not to mention, a missionary's zeal for bringing the importance of the music and its themes home to long-time fans and newcomers alike. If you love county music, don't miss one-of-a-kind showman, Marty Stuart, at the J.E. Broyhill Civic Center! Tickets for the show are $30 for adults and $15 for children.

Season subscriptions and single tickets are now available. For more information on the 2012-2013 Showcase of Stars at the J.E. Broyhill Civic Center or for season ticket subscriptions or single tickets, call the Civic Center Box Office at 828.726.2407 or visit www.broyhillcenter.com.

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The Caldwell Chronicle

May, 2014

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Wise-Up Workshop, "Excelling in Online Classes," 12 p.m.; F-220

12
Watauga Campus TRIO Deli, 12 p.m. in WC Lounge

13
Wise-Up Workshop, "Academic Skills: Graphing Calculator," 12 p.m.; H-311

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Blood Drive, 8 a.m. to 1:30 p.m.; Caldwell Campus Gym

CCC&TI Golf Tournament, Cedar Rock Country Club, 12 p.m.

17
Constitution Day

18
SGA General Assembly, 12 p.m.; Caldwell Campus B-118 and Watauga Campus Highway Room

Wise-Up Workshop, "Academic Skills: Word 2010," 12 p.m.; F-220

19
Watauga Campus Student Breakfast, 9 a.m. to 11 a.m.; WC Lobby

CCC&TI Receives North Carolina Back-To-Work Grant

Caldwell Community College and Technical Institute recently received a North Carolina Back-to-Work Grant from the NC Community College System in the amount of $396,134.

The grant, which targets local residents who have exhausted their unemployment benefits in the last 12 months, will provide resources for workforce development and job training in the areas of electrical lineman, furniture technology, call center/office administration, truck driving, landscape gardening and information technology. Programs will be expanded to incorporate Human Resource Development (HRD) training and Career Readiness Certificate (CRC) attainment. In addition, the grant also will provide financial assistance for qualifying individuals who wish to enroll in one of the designated training programs or career pathways.

Administrators at CCC&TI hope that the funding and restructured programs will help out-of-work residents earn a college degree and find employment.

"With the addition of Human Resource Development (HRD) and other career readiness skills, students will have a clear and structured pathway to employment," said Donna Bean, Department Chair of Adult, Corporate and Continuing Education at CCC&TI. "This funding also gives us the unique opportunity to work cooperatively with the North Carolina Community College System, local employers, local economic development commissions and local workforce development boards to meet the training needs for the emerging economy and strengthen the foundations for economic growth in the region."

For students who enroll in the program, the NC Back-to-Work process will include assessment, career coaching with career exploration, skills gap training, virtual and hands-on labs and job placement services. All students who successfully complete the program will receive program completion certificates as well as the Career Readiness Certificate and their program specific stackable credentials.

CCC&TI is one of 16 community colleges statewide that received a portion of the $7 million Back-to-Work Grant funds.

"Community Colleges are often the first place North Carolinians turn to gain the skills they need to re-enter the workforce," said Dr. Scott Ralls, President of the NC Community College System. "This support from both the NC General Assembly and Department of Commerce will allow 16 community colleges to further focus our efforts to provide training and marketable credentials, which we hope will lead to employment and new careers, to those struggling with months of unemployment."

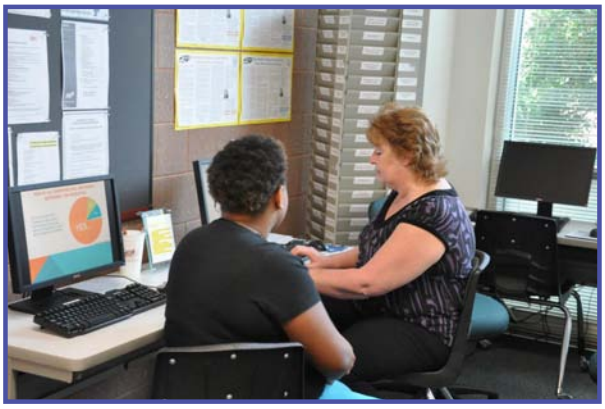
For more information on the NC Back-to-Work programs, contact CCC&TI Adult, Corporate and Continuing Education at 828.726.2242.

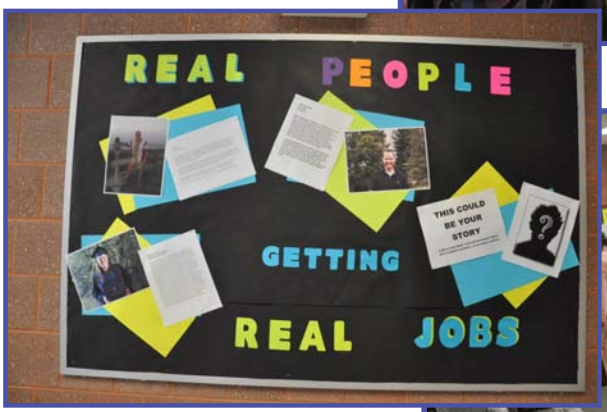
Career Planning and Placement Center Open House

CCC&TI's Career Planning and Placement Center held an open house for students, employees and community members on Wednesday, August 22. The center served refreshments, gave away door prizes and hosted hourly seminars on various topics.

The center, which is part of the JobLink Career Center, offers a consolidated approach to employment services for students, alumni, and job seekers in partnership with employers and local partner agencies. Administrators at the college say expanded support and resources such as one-on-one career advisement, mock interviews, in-depth resume assistance, comprehensive job listings and increased employer involvement will provide a true one-stop experience for both job seekers and employers.

For more information on CCC&TI's Career Planning and Placement Center and the services it provides, call the Center at 828.759.4680.





The Caldwell Chronicle is a publication of CCC&TI's Marketing & Communications Department, a division of Instructional Support Services.

Find us on the web at: www.cccti.edu/chronicle

Have news or information for the Chronicle?

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CCC&TI is an equal opportunity educator and employer.

Free Workshop Teaches Seniors How to Surf

Approximately 200 baby boomers and seniors recently learned how to use the Internet to better communicate with family and friends at a free half-day workshop hosted by Google and Caldwell Community College and Technical Institute.

Experts from both organizations helped participants set up e-mail, use video chat, communicate through social media and share photos online. The event was free and open to adults over the age of 55.

“Online literacy is a crucial part of communicating with friends and relatives that are in different towns and states,” said Enoch Moeller, operations manager at the Google Data Center in Lenoir. “Earlier generations didn’t grow up using these tools like we do today. We want to make sure every member of the Caldwell County community knows how to use the Internet in a way that can improve their lives.”

The seminar began with a general overview of Internet capabilities and Google tools, such as Picasa, Hangout, Google+ and Gmail. Participants then learned how to use e-mail to write letters to family members and video chat to see relatives, grandkids and friends. Finally, instructors turned the focus to digital photos, helping participants get the photos off their camera and into cyberspace. Attendees also got one-on-one help from instructors.

“It’s never too late to start learning these technologies,” said Ben Willis, director of technology services at CCC&TI. “More than half of all adults ages 50 to 64 own some type of computer, and we can teach them how to use the tools they already have in completely new ways.”

Every day, people use the Internet to communicate with friends and family all over the world. Staying in touch with family is the number one reason adults over the age of 50 use social networking sites, according to a 2009 survey from the American Association of Retired Persons. Whether video chatting or sharing photos online, this workshop was designed to educate older adults the basics in online communication.

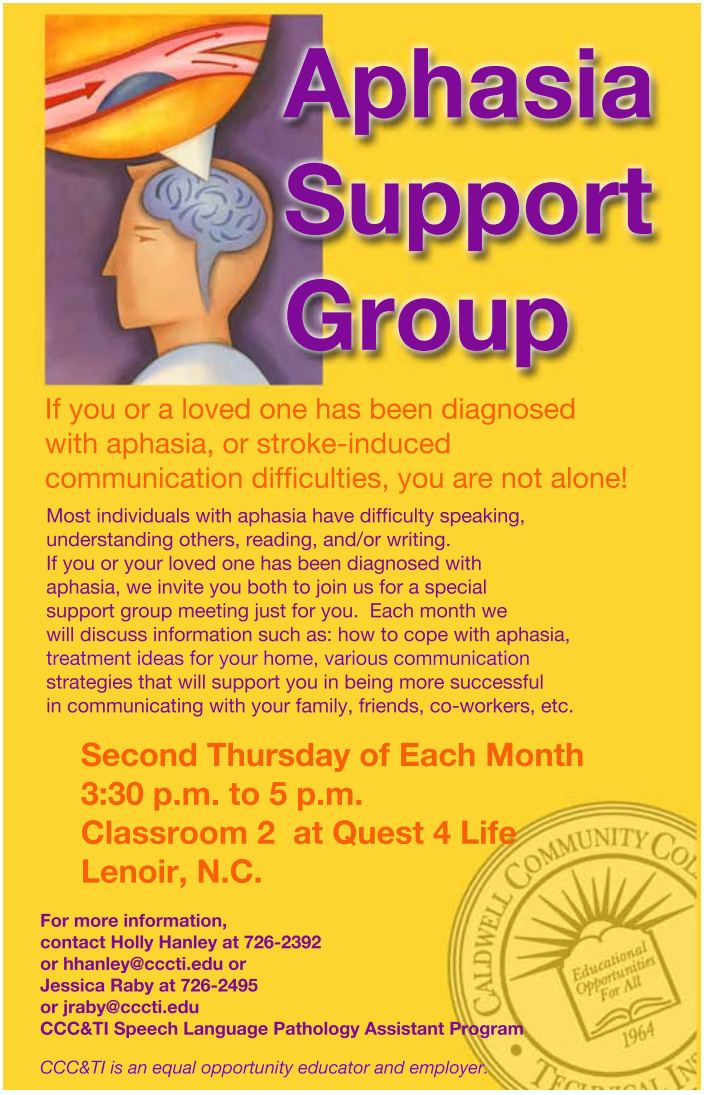
Seniors also are eligible for one fee-waived course per semester at CCC&TI. Interested participants can inquire about available courses in technology and other subjects by calling the college’s Corporate and Continuing Education department at 726-2242.

Employment Opportunity: PART TIME HRD INSTRUCTOR

Do you have a strong knowledge of what today’s employers are looking for in future employees? We’d like to talk with you about becoming a Part-Time HRD Instructor! HRD Instructors help train, motivate and encourage individuals who are conducting job searches. Position requires working 5 to 10 hours a week, depending on enrollment and candidates must be able to work a flexible schedule. A minimum of an Associate’s degree is required and one to three years of experience in a related field.

APPLICATION DEADLINE: OCTOBER 31, 2012.
Official employment application is located on the college website at www.cccti.edu .
Completed college employment application, copy of transcripts and resume may be submitted via mail to CCC&TI 2855 Hickory Blvd., Hudson, NC 28638, Attention: Brandy Dunlap, (828)726-2453 or in person to JobLink located in “F” building, 1st floor – Caldwell Campus or email, bdunlap@cccti.edu or fax to (828) 726-2472. Caldwell Community College & Technical Institute, Hudson, NC EOE/AA/M/F/D/V. www.cccti.edu

CCC&TI Speech Language Students Offer Support Group for Stroke Sufferers



Students in Caldwell Community College and Technical Institute's Speech Language Pathology Assistant program are volunteering their time to provide an education and support group for those who have suffered a stroke and their family members.

The CCC&TI-sponsored group, which is free and open to the public and meets on the second Thursday of each month from 3:30 p.m. to 5 p.m. at Quest 4 Life in Lenoir, focuses specifically on aphasia. Aphasia is defined as communication difficulties caused by stroke, which can include difficulty speaking or understanding speech and problems with reading and writing.

The support group is for both those suffering from the condition and their family members. Various topics are covered during the meetings, including how to cope with aphasia, at-home treatment ideas and various strategies that support successful communication.

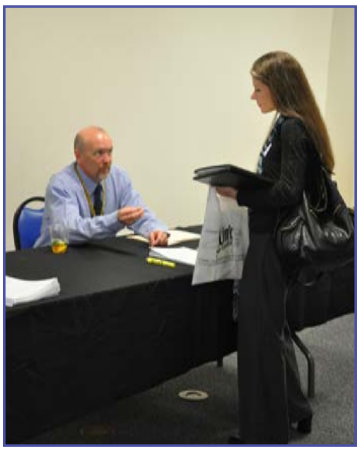
The creation of the support group not only provides a service for the community and those suffering from the effects of stroke, but also provides a great opportunity for students to get hands-on experience working with adults with this condition. Through the group, students are able to interact with adults with language disorders, gain first-hand knowledge of different types of aphasia that are covered in SLPA courses and plan and organize a monthly event, which includes researching and presenting appropriate topics.

According to Holly Hanley, Director of CCC&TI's SLPA program, the experience is providing unique clinical experience that will help students on their certification exams. "Currently, students are primarily placed in pediatric settings for their clinical experience and have little, if any, interaction with adults with speech or language disorders; however, their registration exam has several questions that deal specifically with adults," said Hanley. "This experience teaches the students how to interact with adults with language disorders and increase their knowledge in the field."

For more information about the Support Group Meeting or the Speech Language Pathology Assistant Program, contact Director Holly Hanley at 828.726.2392 or hhanley@cccti.edu.

Hiring Event Draws Crowd, Offers New Twist

The fifth Caldwell Is Hiring employment event, which seeks to connect job seekers with local employers, drew more than 500 job-seekers to the J.E. Broyhill Civic Center in Lenoir – but the latest installment featured a new twist.



The event, which is sponsored by the Caldwell Economic Development Commission, Caldwell Community College and Technical Institute, the North Carolina Division of Workforce Solutions, the Caldwell JobLink Career Planning and Placement Center, was broken up into two distinctive parts. The change was implemented to increase efficiency and to give job-seekers who participated in CCC&TI's "Fast Track" class an opportunity for early entry. Of the approximately 500 participants, 150 gained early entry by taking the CCC&TI class.

"In addition to more than 500 job-seekers, the event featured nearly 20 employers who collected resumes and applications, and benefited from facetime with potential employees.

The next Caldwell Is Hiring event is tentatively scheduled for Spring 2013, at which time additional information will be provided. For more information about available jobs in Caldwell County, as well as "Fast Track" class opportunities at CCC&TI, call the JobLink Career Planning and Placement Center at 759-4680.

J.E. Broyhill Civic Center Presents Mutual of Omaha's Wild Kingdom starring Peter Gros

Caldwell Community College & Technical Institute's J.E. Broyhill Civic Center will present Mutual of Omaha's Wild Kingdom starring Peter Gros on Sunday, November 4 at 3 p.m.

IIn his popular live presentations, Gros shares his exciting animal world, travel experiences and timeless tales. He highlights his many adventures with a mix of video clips and bloopers while introducing friendly exotic animals to audience members, and telling inspirational stories dealing with issues of conservation, travel, and wildlife filming.

The original Mutual of Omaha's Wild Kingdom series - a program honored with 41 major awards, including four Emmy Awards and an endorsement by the National PTA for television programming recommended for family viewing - was one of the best known and longest-running series on nature and the animal world.

Gros was a frequent guest on LIVE with Regis and Kelly and the CBS Early Show. In addition, he has appeared on numerous talk shows, including the Tonight Show with Jay Leno.

Gros is also an active conservationist. On behalf of Mutual of Omaha, he is intimately involved in a nationwide conservation education program conducted at the local community level. Gros' research expeditions have taken him to Lake Baikal in Siberia to explore the wonders of the world's largest, oldest and deepest lake, and to the Amazon Basin where he led an expedition of 39 six-graders from Zeeland, Michigan, to study the Peruvian rain forest. He has also studied the effects of ecotourism on wildlife in Venezuela, Costa Rica, Belize, Mexico and the Galapagos Islands. In addition, Gros has served as the U.S. representative on the Citizen Ambassador Program's research study of tigers and rhinos in the Chitwan National Forest in Nepal.

In his travels throughout the world, Gros and his animal friends help teach about the importance of caring for the world around us. Peter Gros has nearly 30 years of field experience with captive wildlife. In his former position as Director of Land Animals and vice president at Marine World/Africa USA, he established breeding programs for 377 endangered animals. He also developed a rehabilitation program for birds of prey, as well as the largest captive breeding colony of ostriches in the United States.

He is a licensed Exhibition & Animal Educator for the U.S.D.A. and an active member of the American Zoo and Aquariums Association and Zoological Association of America. Gros is also on the Board of Directors of the Suisun Marsh Natural History Association.

He is a frequent lecturer on conservation and preservation at universities, zoos and nature and science centers around the nation. Gros currently serves as president of the Green Valley Center for Wildlife Education. "We need to continue to deliver a powerful message about how each of us can make a daily difference in preserving our natural world," Gros said. "It is possible to use our natural resources in a sustainable manner. We simply need to educate our nation's youth about the importance of wildlife conservation."

Gros' fascinating stories have been thrilling and educating audiences across the country for years. Bring the whole family for an afternoon in the Wild Kingdom! The show is set for Sunday, Nov.4 at 3 p.m. Tickets for the show are $24 for adults and $15 for children. For more information, call the Civic Center box office at 726.2407 or visit www.broyhillcenter.com.

The Caldwell Chronicle is a publication of CCC&TI's Marketing & Communications Department, a division of Instructional Support Services.

Find us on the web at: www.cccti.edu/chronicle

Have news or information for the Chronicle?

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The Campus Voice of Caldwell Community College & Technical Institute

The Caldwell Chronicle

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December

4
Recovery Meeting, 12 p.m.; E-320

5
Men's Basketball vs. Spartanburg, 7 p.m.; Home

6
TRIO Deli, 12 p.m.; E-120

Men's Basketball vs. Piedmont International; 7 p.m.; Home

6-8
FPA Presents "It's a Wonderful Life," 7:30 p.m.; J.E. Broyhill Civic Center

7
Dinner and Show, Dinner Catered by JEBCC Catering Group, 6 p.m., Show at 7:30 p.m.

9
Men's Basketball vs. Northern Virginia, 2 p.m.; Away

"It's a Wonderful Life," Matinee at 3 p.m.; J.E. Broyhill Civic Center

11
SGA General Assembly, 12 p.m.; Caldwell Campus Room B-118, Watauga Campus Highway Room

Recovery Meeting, 12 p.m.; E-320

RTP Officials Visit CCC&TI

Officials from the Research Triangle Park recently visited Caldwell Community College and Technical Institute as part of their "Pathways to Opportunity" RTP Bus Tour.

According to the organization's website, the tour was organized "To honor our founding mission, which is to serve all of North Carolina." During the tour, which is taking place throughout the month of November, officials will visit more than two-dozen locations to "reconnect with towns all over the state in order to root out the very best ideas for our future."

While at CCC&TI, officials heard remarks from CCC&TI President Dr. Ken Boham, who welcomed the group to campus and gave an overview of the college and the services it offers to students, industry and the community. "We exist for three reasons," said Boham, "to provide quality academic programs and opportunities for students in Caldwell and Watauga counties, to help promote and facilitate economic development in Caldwell and Watauga counties and to enhance the quality of life in the area."

Deborah Murray, director of Caldwell County Economic Development Commission, also spoke to the group about how the college partners with the EDC to help bring new business and industry to the region. "The Community College is important to what the EDC is doing on an everyday basis," stated Murray. "In 2012 alone, the EDC made 17 official announcements resulting in 800 new jobs in the county. More than 80 percent of those were positively affected by partnerships with the Community College."

Chris Ryan, a student in CCC&TI's Electrical Engineering program, gave a brief statement at the gathering. Ryan was laid-off from a furniture industry job and came to CCC&TI to retrain for a new career. "After being laid-off, I realized that every place that I have ever worked had closed their doors," said Ryan. "I came to CCC&TI and enrolled in the Electrical Lineman program and got interested in electricity. After finishing the program, I decided to get my degree so I could learn more and be more employable. I don't want to have that feeling of the rug being pulled out from under me again."

Bob Geolas, RTP Foundation President, spoke about the purpose of the RTP Bus Tour and RTP's ReImagine NC Project. "We wanted the young people who work for RTP to see the state and we wanted to start a conversation through an online network called 'ReImagine NC' to talk about challenges and opportunities in the local communities," said Geolas. "We are getting out, reconnecting and re-engaging, so that we can be a part of the state's future and find out what's next. We

11
Watauga TRIO Deli, 12 p.m.; WC Student Lounge

Chorus Concert, 12:15 p.m.; FPA Theatre Caldwell Campus

12
Men's Basketball vs. Guilford Tech CC, 7 p.m.; Home

Global Diversity Film Series, "I Am," 3 p.m.; Caldwell Campus B-104 and Watauga Campus

17
Men's Basketball vs. Brunswick, 8 p.m.; Away

18
End of Fall Semester - Students to follow Monday Schedule

Men's Basketball vs. Cape Fear CC, 6 p.m.; Away

19
Men's Basketball vs. USC Salkathatchie, 4 p.m.; Away

24-31
Institution Closed for Holidays

25
Merry Christmas!

want to help grow the economy across the board and make sure that North Carolina remains a state that is known as a global player with opportunities across the state."

Following the meeting, RTP participants toured CCC&TI's Engineering Technology classrooms and labs, which include teaching robots and state-of-the-art electronic and electrical machines and computers for teaching purposes.

The "Pathways to Opportunity" RTP Bus Tour continued throughout November with scheduled stops in Raleigh, Durham, Wilmington and Fayetteville among others.

Cover Photos: Top - The Research Triangle Park's Relmagine NC bus tour stopped at Caldwell Community College and Technical Institute's campus in Hudson on Nov. 16. The event included a roundtable discussion featuring college and economic development officials, as well as a tour of CCC&TI's Engineering Technology labs and classrooms.

Bottom - Research Triangle Park Foundation President and CEO Bob Geolas, left, participates in a tour of the Engineering Technology lab at CCC&TI. Program Director Joe Looney, right, led a tour of the lab for RTP officials.

Above: Research Triangle Park Foundation President and CEO Bob Geolas, far left, admires a set of battlebots that are used in the Electrical Engineering program at CCC&TI. Program Director Joe Looney, second from left, led a tour of the lab for RTP officials.

CCC&TI Helps Recruit New Business to Area

Woodgrain Millwork formally announced its plans to develop a manufacturing facility in Lenoir during a ceremony at the J.E. Broyhill Civic Center in November. The Fruitland, Idaho-based company will invest more than $8 million over the next five years and create 170 jobs. Woodgrain Millwork, a leading manufacturer of wood moulding products, is a primary supplier to Home Depot.

During the ceremony, hosted by the Caldwell County Economic Development Commission, Woodgrain Millwork Treasurer Steve Atkinson praised the recruitment contributions by Caldwell Community College and Technical Institute. Specifically he praised Donna Bean, Department Chair for Corporate and Continuing Education, for efforts to help train future Woodgrain Millwork employees.

Above, Woodgrain Millwork Treasurer Steve Atkinson talks with CCC&TI's Elaine Lockhart and Donna Bean.

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5
Recovery Meeting, 12 p.m.; E320

Wise-Up Workshop, "Academic Skills: Test Taking and Study Skills," 12 p.m.; H-311

Finding Information: NC Live Research, Watauga Student Workshop, 2 p.m.; Room 105

6
Write Wise Workshop: APA - Creating a Title Page and Reference Page Template, and Common Writing Errors, 12 p.m.; F-218

Finding Information: NC Live Research, Watauga Campus Student Workshop, 5 p.m.; Room 105

7
Wise-Up Workshop, Upcoming Changes in Math, Reading and English, 12 p.m.; B-104

8
Brain Power: How to Learn More Effectively, Watauga Campus Student Workshop, 11 a.m.; Room 118

12
Recovery Meeting, 12 p.m.; E320

Wise Up Workshop: Co-Op, Is it an Option for You?, 12 p.m., H-311

The Campus Voice of Caldwell Community College & Technical Institute

The Caldwell Chronicle

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CCC&TI Receives Partner of the Year Award from EDC

Caldwell Community College and Technical Institute was named "2012 Partner of the Year" on Feb. 19 by the Caldwell Economic Development Commission, for ongoing efforts to recruit and retain local businesses, as well as developing and educating a strong workforce.

The award, the first ever presented by the EDC, was given to CCC&TI President Dr. Ken Boham by Caldwell EDC Executive Director Deborah Murray. According to the event program, CCC&TI has been the EDC's secret weapon in industry recruitment and retention.

"From information technology to electrical lineman, call center to food production, pharmaceuticals to retooling furniture, there are institutes or programs created based on industry expressed need in Caldwell County," Murray said. "They've taken customized training to a whole new level and made it a perfect fit for each industry with a request. The school develops the partners and the expertise to offer state-of-the-art training on and off campus."

In addition to overall efforts to improve the economy and quality of life in the region, Murray said CCC&TI's programs and initiatives are changing the shape of the local workforce. She also praised the college's assistance with the various recruitment efforts.

Boham, who accepted the award on behalf of the college, lauded the many individuals who made the recognition possible.

"It's through the team members we have, it's through the people we have, it's through the fantastic individuals that make up our organization," Boham said, adding that CCC&TI is the best community college in the state. "That is because of the people we have, and I appreciate the work they do."

Also honored at the event were Caldwell Memorial Hospital, which was named Industry of the Year, and Blue Ridge Electric Membership Corporation CEO Doug Johnson, who received the 2012 Herman Anderson Award.

Top Photo, Dr. Boham pauses for a photo with members of the CCC&TI Board of Trustees. Above, Dr. Boham with staff members who attended the EDC event.

Proving Institutional Effectiveness
Institutional Assessment Plan for 2013-2014
Caldwell Community College and Technical Institute

Goal 1: To advance educational excellence			
Strategic Directive 1.1: To enhance student learning			
Method of Assessment	*Criteria for Success*	*Results of Assessment*	*Use of Results*
1. Curriculum students will complete or persist toward a post-secondary credential. *NCCCS Performance Measure F*	Each NCCCS-defined fall semester curriculum cohort will graduate, transfer to a senior institution, or be retained with 36 hours after six years, meeting at least the NCCCS set baseline. The cohort will be defined each fall based upon number of credential-seeking students (program code A, D, C) enrolled in curriculum courses for the first time after high school graduation Baseline: 28.6% Goal: 45.6% Note: Include reporting students who transfer without completing a degree. Includes previously dually enrolled at CCCTI and excludes previously enrolled at another college.	**2007 Cohort:** % graduated % returned % transferred % graduated, transferred, or returned System office rate = % **2006 Cohort:** 30% graduated 3% returned 14% transferred 46.2% graduated, transferred, or returned	2004 – 40% 2005 – 43% 2006 – 46% 2007 - % *Check on Baseline and Goal each year and make any necessary changes.
2. Students enrolled in developmental math and reading courses will succeed in these courses.	70% of students who complete a developmental course will earn a passing grade. Note: 2013 Fall and 2014 Spring courses only (no 2014 Summer) (P = Passing)	% DMA % DRE % Total succeeded in courses	Criteria changed to reflect new inclusion of W and I as unsuccessful grades and to benchmark new developmental redesign.
3. Students previously enrolled in developmental English and/or reading courses will succeed in subsequent credit-bearing English courses. *NCCCS Performance Measure C*	Students previously enrolled in developmental English and/or reading courses will successfully complete with a grade "P", "C" or better in credit English courses upon first attempt, meeting at least the NCCCS set baseline. Baseline: 45.2% Goal: 74.9% Note: Includes students who took their first credit-bearing English class who also took a developmental English or reading class the same or previous year. Does not include students who do not attend class.	% Total succeeded in subsequent courses System office rate = %	*Check on Baseline and Goal each year and make any necessary changes. Not sure yet how wording may change for this measure due to changes in developmental.
4. Students previously enrolled in developmental math will succeed in	Students previously enrolled in developmental math courses will successfully complete a grade of "C" or better in credit math courses upon first attempt, meeting at least the NCCCS	% Total succeeded in subsequent courses System office rate = %	*Check on Baseline and Goal each year and make any necessary changes.

<table>
<tr>
<td>subsequent credit-bearing math courses.
NCCCS Performance Measure D</td>
<td>set baseline.

Baseline: 47.5%
Goal: 75.4%

Note: Includes students who took their first credit-bearing math class who also took a developmental math class the same or previous year. Does not include students who do not attend class.</td>
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<td>5. First-time test takers will succeed on state mandated licensure and certification exams.
NCCCS Performance Measure G</td>
<td>Students who take the following state-mandated licensure and certification exams will pass in the first attempt at taking the exam, meeting at least the NCCCS set baseline.
- Nuc. Med. Tech. - Massage & Body Work
- Radiography - Phys. Therapist Asst.
- COS Apprentice - Reg. Nursing
- COS Instructor - BLET
- Cosmetology - EMT, EMT-I, EMT-P
- Manicurist

Baseline: 71%
Goal: 91.7%

Note: Passing rates for individual exams will be provided for informational purposes only
** Less than 5 test takers – not reported</td>
<td>% = BLET % = NMT
% = COS Appr. % = NUR
% = COS Instr. % = PTA
% = COS % = RAD
% = Massage % = EMT
% = Manicurist % = EMT-P
% = EMT-I

% Total first-time test taker success

System office rate = %</td>
<td>*Check on Baseline and Goal each year and make any necessary changes.</td>
</tr>
<tr>
<td>6. CCCTI students enrolled in the college transfer program will transfer to UNC institutions.</td>
<td>The transfer rate to UNC institutions for CCCTI graduates from the college transfer program will match the NCCCS peer group.

Source: UNC transfer reports (2011-2012 grads enrolled 2012FA)
Note: Transfers to private institutions make no statistical difference in the transfer rate.</td>
<td>NCCCS transfer rate: %
CCC&TI transfer rate: %</td>
<td></td>
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<tr>
<td>7. Graduates of Curriculum programs will indicate a growth in knowledge, skills, and personal development while at CCCTI.</td>
<td>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:
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</td>
<td>
<table>
<tr><th colspan="4">2013 Curriculum Graduate Survey</th></tr>
<tr><th></th><th>Average Response</th><th colspan="2">Positive Response</th></tr>
<tr><th></th><th></th><th>%</th><th>#</th></tr>
<tr><td>a</td><td></td><td></td><td></td></tr>
<tr><td>b</td><td></td><td></td><td></td></tr>
<tr><td>c</td><td></td><td></td><td></td></tr>
<tr><td>d</td><td></td><td></td><td></td></tr>
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<tr><td>f</td><td></td><td></td><td></td></tr>
<tr><td>g</td><td></td><td></td><td></td></tr>
<tr><td>h</td><td></td><td></td><td></td></tr>
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</table>

	i. understanding cultures in other parts of the world	i Aggregate	
8. 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)	Assessment results from the General Education Assessment Plan will indicate success.		
8. Graduates will recognize and articulate an understanding of global perspectives and cultural diversity. (GenEd competency 2)	Assessment results from the General Education Assessment Plan will indicate success.		
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.		
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.		
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.		
12. Students will participate in activities that foster cultural and educational engagement.	The institution, through class assignments, student activities, and campus events, will provide cultural learning experiences for students as evidence by documentation of effort.		

<table>
<tr><td>13. Curriculum graduates are satisfied with the preparation CCCTI provided for their chosen career.</td><td>90% of respondents will agree with the following statement on the curriculum Graduate Survey.
a. CCCTI prepared me well for employment in my field.

Positive response = Strongly agree or Agree</td><td><table><tr><th colspan="4">2013 Curriculum Graduate Survey</th></tr><tr><td></td><td>Average Response</td><td colspan="2">Positive Response</td></tr><tr><td></td><td></td><td>%</td><td>#</td></tr><tr><td>a. CCCTI prepared me well for employment in my field.</td><td></td><td></td><td></td></tr></table></td><td></td></tr>
<tr><td colspan="4">Goal 1: To advance educational excellence</td></tr>
<tr><td colspan="4">Strategic Directive 1.2: To establish a culture that promotes excellence in teaching and learning</td></tr>
<tr><td>Method of Assessment</td><td>Criteria for Success</td><td>Results of Assessment</td><td>Use of Results</td></tr>
<tr><td>1. CCC&TI will provide opportunity for professional development to faculty and staff.</td><td>The institution, through on campus workshops, events, or financial support, will provide opportunity for professional development to faculty and staff as evidence by documentation of effort.</td><td></td><td></td></tr>
<tr><td>2. CCC&TI will promote and support instructional and curricular innovation.</td><td>The institution will promote innovation in instructional methodology and program curricula as evidence by program and institutional planning documentation.</td><td></td><td></td></tr>
<tr><td>3. Students will be successful in distance learning courses.</td><td>The aggregate success rate (% of students earning grades A, B, C, or P) for distance learning courses (online, hybrid, videoconference, and videoconference hybrid) will be comparable to similar seated courses. <u>All</u> grades earned after census are included in the tracking population, including incompletes and withdrawals.

- 2013 Fall and 2014 Spring (2014 Summer classes not included)</td><td>% Online to % Seated
% Hybrid to % Seated
% Videoconf. to % Seated
% Videoconf. Hyb. to % Seated

<u>Aggregate:</u>
% Distance Learning
% Seated

<u>2012-2013:</u>
63% Online to 68% Seated
65% Hybrid to 70% Seated
70% Videoconf. to 71% Seated
71% Videoconf. Hyb. to 68% Seated

<u>Aggregate:</u>
65% Distance Learning
73% Seated</td><td>Review procedure for assigning WB and HY codes to courses and revise data pull to ensure data accuracy.</td></tr>
<tr><td colspan="4">Goal 2: To provide comprehensive and effective services to students</td></tr>
<tr><td colspan="4">Strategic Directive 2.1: To develop and deliver programs that anticipate and respond to student needs</td></tr>
<tr><td>Method of Assessment</td><td>Criteria for Success</td><td>Results of Assessment</td><td>Use of Results</td></tr>
<tr><td>1. CCCTI provides high-quality programs and services.</td><td>90% of respondents (aggregated) will respond Satisfied or Very Satisfied to the following items on the curriculum Graduate Survey and the Survey of Students Not Returning to CCC&TI.
a. Quality of instruction in program area courses</td><td>% / % - Quality instr – program courses
% / % - Quality instr – other courses
% / % - Overall quality - program
<u>% / % - Overall quality - college</u>
% Graduates Agg.
% Non-completers Agg.</td><td></td></tr>
</table>

	b. Quality of instruction in other courses c. Overall quality of the academic program d. Overall quality of the college	Aggregate: % Total satisfaction with programs and services	
2. Students of racial/ethnic minorities will be successful in curriculum programs.	Students of racial/ethnic minorities will be retained at rates comparable to the majority population. Fall to fall retention – students enrolled 2013FA who did not graduate and are enrolled 2014FA	% minority retention % majority retention % total retention Retention= Return/(Enrolled-Grads)	
3. Distance learning support services will meet new student expectations.	80% of students indicating they are taking a distance learning course for the first time (aggregated) will respond *Agree* or *Strongly Agree* to the following items from the Distance Learning Services survey. a. The DL Orientation was beneficial in preparing me for this course	% positive – first time online % positive – all respondents	Criteria not met in 2012-2013. Will review and re-assess in 2014-2015 when DL Director returns.
Goal 2: To provide comprehensive and effective services to students			
Strategic Directive 2.2: To promote student success			
Method of Assessment	*Criteria for Success*	*Results of Assessment*	*Use of Results*
1. CCCTI students who transfer into the University of North Carolina system and to North Carolina private postsecondary institutions will be successful. *NCCCS Performance Measure H*	Students with an associate degree or at least 30 articulated transfer credits will earn a GPA of 2.00 or higher after two consecutive semesters, meeting at least the NCCCS set baseline. Baseline: 71.2% Goal: 93.8% Note: Only compared to NC based 4-year institutions and 4-year institutions with which the community college has an articulated transfer agreement. **No longer compared to success rates for native students.*	% 30-hours or more % Graduates % earned a GPA of 2.00 or higher System office rate = %	*Check on Baseline and Goal each year and make any necessary changes.
2. Students enrolled in Basic Skills courses will show progress/ advancement through the literacy program. *NCCCS Performance Measure A*	Basic skills students attempting 60 or more contact hours during the program year who complete the program year at a higher educational functioning level, meeting at least the NCCCS set baseline. Baseline: 20.6% Goal: 51.2% Note: Pre-test is considered if it occurs up to 90 days prior to program year. Excludes high adult secondary education initial placements.	% success rate System office rate = %	*Check on Baseline and Goal each year and make any necessary changes.

3. GED students will pass GED subtests and receive a GED diploma. *NCCCS Performance Measure B*	GED students entering with ASEL or ASH EFL attempting at least one GED test during the program year and have 12 or more contact hours will receive a GED diploma, meeting at least the NCCCS set baseline. Baseline: 49.3% Goal: 82%	% success rate System office rate = %	*Check on Baseline and Goal each year and make any necessary changes.
4. First-time students will successfully complete their first year. *NCCCS Performance Measure E*	First-time credential-seeking students attempting at least 12 hours will complete at least 12 hours with a "P", "C" or better in their first year, meeting at least the NCCCS set baseline. Baseline: 53.2% Goal: 74.6% Note: Includes developmental and withdrawal grades and students previously dually enrolled at CCCTI. Does not include students who do not attend class or students previously enrolled at another college.	% success rate System office rate = %	*Check on Baseline and Goal each year and make any necessary changes.
5. Graduates of curriculum programs will accomplish their educational goals while attending CCCTI.	95% of graduates will indicate they have met their goal for attending CCCTI as reported on the Survey of Curriculum Graduates.	% "Yes, completely" % "Yes, partially" % met their goal	
6. CCCTI students enrolled in curriculum programs will engage in meaningful educational practices.	CCCTI scores for the following CCSSE Benchmarks will exceed the average score of the national peer group members (other small colleges*) who participate in the CCSSE. a. Active and Collaborative Learning b. Student Effort c. Academic Challenge d. Student-Faculty Interaction, and e. Support for Learners *Collected in alternate years. (2014-2015)* *CCCTI now compared to Small Colleges due to enrollment decrease.	**Active and Collaborative Learning:** **Student Effort:** **Academic Challenge:** **Student-Faculty Interaction:** **Support for Learners:**	Not collected in 2013-2014. Along with comparison to other similar-size institutions, would be beneficial to benchmark and set internal expectations.
7. CCCTI students enrolled in curriculum programs will engage in meaningful educational practices during the first semester.	CCCTI scores for the following SENSE Benchmarks will exceed the average score of the national peer group members (other small colleges*) who participate in the SENSE. a. Early Connections b. High Expectations and Aspirations c. Clear Academic Plan and Pathway	**Early Connections:** **High Expectations/Aspirations:** **Academic Plan/Pathway:** **Effective Track to Readiness:** **Engaged Learning:** **Academic/Social Support:**	Along with comparison to other similar-size institutions, would be beneficial to benchmark and set internal expectations.

**New assessment*	d. Effective Track to College Readiness e. Engaged Learning f. Academic and Social Support Network *Collected in alternate years. (2013-2014)* *CCCTI now compared to Small Colleges due to enrollment decrease.		
8. CCCTI students will successfully complete their programs of study and graduate from the college.	CCCTI cohort normal time (150%) graduation rates will exceed the cohort normal time graduation rates of the national peer group. Source: 2013 IPEDS Data Feedback Report	% CCC&TI % National Peer Group **Peer Group has been adjusted to better match CCC&TI's factors	**100% Rate:** % CCC&TI % Peer Group **200% Rate:** % CCC&TI % Peer Group
9. 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.	% CCC&TI graduates were retained (UNC %)	
10. 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.	% CCC&TI graduates graduated (UNC %)	
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			
Method of Assessment	*Criteria for Success*	*Results of Assessment*	*Use of Results*
1. CCCTI sponsors events for the community that fosters cultural and educational engagement.	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			
Method of Assessment	*Criteria for Success*	*Results of Assessment*	*Use of Results*
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	% of instructional computers in the hardware rotation schedule are less than 5 years old	
2. Computer support will provide rapid, high-quality customer service.	80% of work orders will be resolved within 2 business days. Source: VP of TISS	% of work orders were resolved within 2 business days	

<table>
<tr>
<td>3. CCCTI facilities will provide an environment that is conducive to learning and work.</td>
<td>90% of curriculum students will respond Satisfied or Very Satisfied to each of the following items on the Student Satisfaction Survey.

Rate your satisfaction with: College Security.
The buildings are clean.
The buildings are well maintained.
The grounds are well maintained.

90% of faculty and staff will respond Satisfied or Very Satisfied to each of the following items on the Support Services Survey.

Facilities provide an environment that is conducive to learning.</td>
<td>
<table>
<tr><th colspan="4">2013-2014 Student Satisfaction Survey</th></tr>
<tr><th></th><th>Avg</th><th colspan="2">Positive</th></tr>
<tr><td>Rate your satisfaction with: College Security</td><td></td><td colspan="2"></td></tr>
<tr><td>The buildings are clean</td><td></td><td colspan="2"></td></tr>
<tr><td>The buildings are well maintained</td><td></td><td colspan="2"></td></tr>
<tr><td>The grounds are well maintained</td><td></td><td colspan="2"></td></tr>
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<tr><th colspan="4">2013-2014 Support Services Survey</th></tr>
<tr><th></th><th>Avg</th><th colspan="2">Positive</th></tr>
<tr><td>Facilities provide an environment that is conducive to learning.</td><td></td><td colspan="2"></td></tr>
</table>
</td>
<td>Criteria increased from previous years.</td>
</tr>
<tr>
<td>4. The services of the Business Office will meet the expectation of students and faculty/staff.</td>
<td>90% of curriculum students will respond Satisfied or Very Satisfied to each of the following items on the Student Satisfaction Survey.

Rate your satisfaction with: Business Office services (payment of tuition)

90% of faculty and staff will respond Satisfied or Very Satisfied to each of the following items on the Support Services Survey.

Overall, I am satisfied with Business Office services.</td>
<td>
<table>
<tr><th colspan="4">2013-2014 Student Satisfaction Survey</th></tr>
<tr><th></th><th>Avg</th><th colspan="2">Positive</th></tr>
<tr><td>Business Office services (payment of tuition)</td><td></td><td colspan="2"></td></tr>
</table>
<table>
<tr><th colspan="4">2013-2014 Support Services Survey</th></tr>
<tr><th></th><th>Avg</th><th colspan="2">Positive</th></tr>
<tr><td>Overall, I am satisfied with Business Office services</td><td></td><td colspan="2"></td></tr>
</table>
</td>
<td>Criteria increased from previous years.</td>
</tr>
<tr>
<td>5. The services of the Bookstore will meet the expectations of students and faculty/staff.</td>
<td>90% of curriculum students will respond Satisfied or Very Satisfied to each of the following items on the Student Satisfaction Survey.

Rate your satisfaction with:
Customer services provided by Bookstore staff.
Bookstore staff’s communication of available services.

90% of faculty and staff will respond Satisfied or Very Satisfied to each of the following items on the Support Services Survey.

Overall, I am satisfied with Bookstore services.</td>
<td>
<table>
<tr><th colspan="4">2013-2014 Student Satisfaction Survey</th></tr>
<tr><th></th><th>Avg</th><th colspan="2">Positive</th></tr>
<tr><td>Customer service provided by Bookstore staff</td><td></td><td colspan="2"></td></tr>
<tr><td>Bookstore staff’s communication of available services</td><td></td><td colspan="2"></td></tr>
</table>
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<tr><th colspan="4">2013-2014 Support Services Survey</th></tr>
<tr><th></th><th>Avg</th><th colspan="2">Positive</th></tr>
<tr><td>Overall, I am satisfied with Bookstore services</td><td></td><td colspan="2"></td></tr>
</table>
</td>
<td>Bookstore questions in the process of being revised – these questions still currently on survey but new questions are being added.

Criteria increased from previous years.</td>
</tr>
</table>

Goal 4: To enhance the infrastructure to support the college mission			
Strategic Directive 4.2: To increase institutional effectiveness			
Method of Assessment	*Criteria for Success*	*Results of Assessment*	*Use of Results*
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.		

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

Institutional Achievement Plan
Divisional Improvement Objectives For Fiscal 2010-2014
Status Report

Transformation Through Innovation: 2010-2015	2010-2014 Divisional Strategies for Improvement	Responsibility	Conclusion
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.	Provide financial support for professional development of staff/faculty (11-12)	Office of the Executive Vice President	✓
	Provide financial support for professional development of staff/faculty (12-13)	Office of the Executive Vice President	✓
	Provide support, financial and in-house, for professional development of staff/faculty (13-14)	Office of the Executive Vice President	Ongoing
b. Provide culturally diverse opportunities for students both in and out of the classroom.	Sponsor a cultural & literacy-based programming series (11-12)	Technology and Instructional Support Services	Ongoing
	Offer international and domestic student travel opportunities (11-12)	College Transfer and Technical Programs	In progress
	Provide funds for international travel for faculty, staff, and students (11-12)	Office of the Executive Vice President	✓
	Provide funds for international travel for faculty, staff, and students (12-13)	Office of the Executive Vice President	✓
	Provide support of course development and student activities which promote global perspectives (12-13)	Office of the Executive Vice President	✓
	Provide funds for international travel for faculty, staff, and students (13-14)	Office of the Executive Vice President	Ongoing
	Add Spanish Instructor (13-14)	Curriculum and Adult Education	Not Funded
c. Develop supplemental resources that foster cultural and global awareness	Provide support of student activities which promote global perspectives (11-12)	Office of the Executive Vice President	✓

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Transformation Through Innovation: 2010-2015	2010-2014 Divisional Strategies for Improvement	Responsibility	Conclusion
	Establish position of Director, Global Education, and associated office (11-12)	Office of the Executive Vice President	Ongoing
	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 (12-13)	Technology and Instructional Support Services	Ongoing
	Establish position of Director, Global Education, and associated office (12-13)	Office of the Executive Vice President	Ongoing
	Continue to cultivate multicultural and global perspectives in all Basic Skills (CCR) students (13-14)	Office of the Executive Vice President	Ongoing
	Provide support of student activities which promote global perspectives (13-14)	Office of the Executive Vice President	Ongoing
	Establish position of international education director/coordinator (13-14)	Office of the Executive Vice President	Incomplete
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.	Re-establish 9-month Full-Time Network/Web Technology Instructor (10-11)	College Transfer and Technical Programs	✓
	Portable computer lab for Watauga (Watauga Instructional Programs) (10-11)	College Transfer and Technical Programs	✓
	Upgrade Watauga computer lab (10-11)	College Transfer and Technical Programs	✓
	Evaluate quality of distance learning offerings by incorporating Quality Matters criteria into distance learning. (10-11)	College Transfer and Technical Programs	✓
	Update video conferencing equipment in B 134, Board Room and Watauga 101. (10-11)	Technology and Instructional Support Services	✓
	Equip faculty, staff and student computer labs with latest equipment and software (10-11)	Technology and Instructional Support Services	Ongoing
	Create part-time funds for Distance Learning to aid distance learning instruction (11-12)	Technology and Instructional Support Services	Ongoing

Transformation Through Innovation: 2010-2015	2010-2014 Divisional Strategies for Improvement	Responsibility	Conclusion
	Upgrade videoconferencing technology/classroom technology (11-12)	College Transfer and Technical Programs	✓
	Convert assistant Web Master position to full-time (12-13)	Technology and Instructional Support Services	Ongoing
	Create part-time funds for Distance Learning to aid distance learning instruction (12-13)	Technology and Instructional Support Services	Ongoing
	Convert AV tech position to AV specialist (12-13)	Technology and Instructional Support Services	Ongoing
	Renew Skills Tutor and other software licenses (13-14)	Technology and Instructional Support Services	✓
	Continue implementation of the Basic Skills (CCR) Technology Strategic Plan (13-14)	Office of the Executive Vice President	Ongoing (Yr3✓)
b. Incorporate best practices into distance learning courses, including Quality Matters.	Convert Permanent Part-time Instructional Designer position to Full-time for Distance Learning to aid Distance Learning instruction on Hudson and Watauga campuses (13-14)	Technology and Instructional Support Services	✓
	Convert PPT Web Assistant to FT Media Coordinator (13-14)	Technology and Instructional Support Services	X
c. Explore and acquire technologies and training to support distance learning.	Offer online tutoring (10-11)	Student Services	In progress
	Hire additional math tutors (10-11)	Student Services	✓
	Purchase a subscription for Elluminate Live for web conferencing (11-12)	Student Services	X
	Enhance online tutoring by continuing to develop screen capture tutorials/learning objects for math (11-12)	Student Services	✓
	$15,000 budget line for TV Studio (11-12)	Technology and Instructional Support Services	✓
	Provide more training to faculty and staff on Blackboard features and provide trained qualified instructors for the distance learning program in accordance with SACS standards (11-12)	Technology and Instructional Support Services	In progress
	Increase Blackboard training workshops for students (11-12)	Technology and Instructional Support Services	In progress
	Initiate development of Con Ed courses in Blackboard (11-12)	Technology and Instructional Support Services	In progress

Transformation Through Innovation: 2010-2015	2010-2014 Divisional Strategies for Improvement	Responsibility	Conclusion
	Improve Blackboard HelpDesk Support (11-12)	Technology and Instructional Support Services	In progress
	Expand online tutoring (12-13)	Student Services	✓
	Enhance Online Writing Center services by continuing to develop screen capture tutorials (12-13)	Student Services	Ongoing
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) (10-11)	College Transfer and Technical Programs	✓
	Purchase estimating software (Autobody) (10-11)	College Transfer and Technical Programs	In progress
	Update software in the Frasca 141 (Aviation) (10-11)	College Transfer and Technical Programs	✓
	CPR training manikins (Health Sciences) (10-11)	College Transfer and Technical Programs	✓
	Enhance videos, props and simulation equipment for firefighting and law enforcement training (13-14)	Continuing Education and Workforce Development	Ongoing
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.	Initiate Public Safety Officer Training and expand current law enforcement in-service training. Hire part-time law enforcement instructor/coordinator (11-12)	Adult, Corporate, and Continuing Education	Ongoing
	Implement Lineman Training Program by hiring part-time instructors, developing curriculum, and developing a training ground (11-12)	Adult, Corporate, and Continuing Education	✓
	Hire a full-time law enforcement coordinator/instructor (12-13)	Adult, Corporate, and Continuing Education	Incomplete
	Grow the Electrical Lineman Program (12-13)	Adult, Corporate, and Continuing Education	Ongoing
b. Enhance and expand community service opportunities	Shared full-time staff position for the JEBCC Catering Group/Culinary Technology (10-11)	Adult, Corporate, and Continuing Education	✓

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Transformation Through Innovation: 2010-2015	2010-2014 Divisional Strategies for Improvement	Responsibility	Conclusion
	Update and improve Connections TV show format (11-12)	Technology and Instructional Support Services	In progress
	Hire a 25-hour per week strategic Marketing and Event Planner (11-12)	Adult, Corporate, and Continuing Education	Ongoing
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	Obtain accreditation for EMS program to meet 2012 requirements (11-12)	Adult, Corporate, and Continuing Education	In progress
	ACF Accreditation (12-13)	College Transfer and Technical Programs	In progress
	NAEYC Accreditation (12-13)	College Transfer and Technical Programs	In progress
	12 mo. PPT Faculty for Watauga (NUR) (13-14)	Curriculum and Adult Education	Not Funded
	Increase budget to allow a wider range of products to be purchased for a more thorough Culinary experience to maintain a competitive edge within the Community College system (13-14)	Curriculum and Adult Education	Ongoing
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) (10-11)	College Transfer and Technical Programs	✓
c. Enhance technology for delivery of instruction	Create and enhance video conferencing and smart classrooms on both campuses (11-12)	Technology and Instructional Support Services	✓
	Provide an additional full-time tech for the Early College building (11-12)	Technology and Instructional Support Services	Ongoing
	Provide additional services to a Early/Middle College Initiative (collection, youth service offerings, academic collaboration) (11-12)	Technology and Instructional Support Services	Ongoing
	Expand VMware Academy (11-12)	Adult, Corporate, and Continuing Education	In progress
	Implement Basic Skills Technology Strategic Plan, Year 1 (12-13)	Adult, Corporate, and Continuing Education	Ongoing
	Provide a coordinator of Technical Support Services in computer services (12-13)	Technology and Instructional Support Services	✓
	Expand and improve technology for providing students with books in audio format and other support services (13-14)	Student Services	

Transformation Through Innovation
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Transformation Through Innovation: 2010-2015	2010-2014 Divisional Strategies for Improvement	Responsibility	Conclusion
d. Collaborate with other institutions of higher education to develop innovative course delivery methods.	Make another External Connection for ITS meetings/classes (11-12)	Technology and Instructional Support Services	Ongoing
	Make another External Connection for ITS meetings/classes (12-13)	Technology and Instructional Support Services	Ongoing
	One part-time Culinary Arts instructor for HCAM to expand to full-time in 2013-2014 (12-13)	College Transfer and Technical Programs	Ongoing
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.	Hire 3 FT Watauga instructors (ENG/MAT/SS) (10-11)	College Transfer and Technical Programs	✓
	Increase part-time budgets for English, math, science, automotive, autobody, culinary, nursing, landscape gardening, and electronics (11-12)	College Transfer and Technical Programs	✓
	Convert 10-month permanent part-time OMA faculty position to 9-month full-time (transferring budget allocated for part-time faculty to full-time faculty) (11-12)	College Transfer and Technical Programs	Ongoing
	Add full-time faculty with imaging experience and PACS, DICOM networking skills (11-12)	College Transfer and Technical Programs	**X**
	Hire a 9-month Communication instructor, Caldwell (11-12)	College Transfer and Technical Programs	Ongoing
	Convert part-time cosmetology instructor to permanent part-time (11-12)	College Transfer and Technical Programs	**X**
	Physics Instructor – Caldwell (9-months) (12-13)	College Transfer and Technical Programs	✓
	Add Social Science instructor position (12-13)	College Transfer and Technical Programs	**X**
	Convert AUT instructor from part-time to permanent part-time (12-13)	College Transfer and Technical Programs	**X**
	Add full-time Social Science instructor (13-14)	Curriculum and Adult Education	Not Funded
	Convert Director, Electronic Engineering Technologies (Level II) to Director, Engineering Technologies (Level III) (13-14)	Curriculum and Adult Education	Not Funded
	Convert one part-time math instructor to permanent part-time (13-14)	Curriculum and Adult Education	Not Funded
	Explore implementation of Hospitality program in Watauga (13-14)	Curriculum and Adult Education	✓
	Explore implementation of Medical Assisting program (13-14)	Curriculum and Adult Education	✓

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Transformation Through Innovation: 2010-2015	2010-2014 Divisional Strategies for Improvement	Responsibility	Conclusion
	Explore implementation of Computer Integrated Technology program (13-14)	Curriculum and Adult Education	✓
	Communication Coordinator, increase contract to 10 months (13-14)	Curriculum and Adult Education	Not Funded
	Add fulltime faculty with imaging experience and PACS, DICOM networking skills (13-14)	Curriculum and Adult Education	Not Funded
b. Promote innovative classroom activities and initiatives.	Upgrade for 3 Logiq e ultrasound scanning machines and scrotum scanning phantom in sonography lab (10-11)	College Transfer and Technical Programs	✓
	Developmental redesign (12-13)	College Transfer and Technical Programs	In progress
	Prepare for upcoming Adult Secondary Education (ASE) changes (13-14)	Office of the Executive Vice President	✓
	Transform the framework of Basic Skills (CCR) to reflect the System-wide emphasis on transitions to post-secondary education/training and employment and to incorporate the institutional redesign the includes Developmental Education and Academic Success (CCR) (13-14)	Office of the Executive Vice President	Ongoing
	Convert science lab technician positions to faculty positions (13-14)	Curriculum and Adult Education	Not Funded
c. Provide resources to develop innovative curricula.	Biology equipment for K building (A.A./A.S.) (10-11)	College Transfer and Technical Programs	✓
	Manicure tables and additional equipment for advanced lab – (Cosmetology) (10-11)	College Transfer and Technical Programs	✓
	Update slides for general biology, microbiology, and A&P labs. Update preserved specimens for general biology labs (11-12)	College Transfer and Technical Programs	✓
	Purchase telescope for use in astronomy classes (11-12)	College Transfer and Technical Programs	✓
	Virtual phlebotomy simulator (to be used by NUR, NMT, and possibly continuing education phlebotomy program) (11-12)	College Transfer and Technical Programs	✓
	Increase instructional support for Institute for Sustainable Technology with focus on building science/renewable energy (11-12)	Adult, Corporate, and Continuing Education	**X**
	Develop and implement transitions programming (11-12)	Adult, Corporate, and Continuing Education	In progress
	Develop and implement transitions programming (12-13)	Adult, Corporate, and Continuing Education	Ongoing
	Redesign Drafting Lab (12-13)	College Transfer and Technical Programs	✓

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Transformation Through Innovation: 2010-2015	2010-2014 Divisional Strategies for Improvement	Responsibility	Conclusion
	Upgrade unsafe/outdated PTA equipment (ultrasound and E stim) (12-13)	College Transfer and Technical Programs	✓
	Expand/renovate Biology lab – Watauga (12-13)	College Transfer and Technical Programs	X
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.	Plan, create, schedule, and present training workshops for faculty and staff re: rights and responsibilities of all pertaining to SWD (11-12)	Student Services	✓
	Professional development for all TISS staff (11-12)	Technology and Instructional Support Services	✓
	Increase budget amount for professional development opportunities (12-13)	Student Services	✓
b. Provide resources for discipline-specific professional development for faculty and staff.	Training on the Trane System (10-11)	Facilities Services	✓
	Attendance at national institute (10-11)	Office of the Executive Vice President	✓
	Increase professional development funds for curriculum programs (11-12)	College Transfer and Technical Programs	In progress
	2% (cost of living) increase for program budgets (12-13)	College Transfer and Technical Programs	✓
	Convert AUT instructor from Part-time to Full-time (13-14)	Curriculum and Adult Education	✓
	Employ and retain highly qualified personnel through strategically identifying professional development activities and needs (13-14)	Office of the Executive Vice President	Ongoing
	Professional Development for all TISS staff (13-14)	Technology and Instructional Support Services	Ongoing
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	Upgrade industrial administrative assistant position to program technician (11-12)	College Transfer and Technical Programs	Completed
	Change Titles, Job Descriptions and increase duties and responsibilities for several FA Staff Members (13-14)	Student Services	X

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Transformation Through Innovation: 2010-2015	2010-2014 Divisional Strategies for Improvement	Responsibility	Conclusion
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	Provide substance abuse education and prevention resources for students (10-11)	Student Services	✓
	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 (10-11)	Adult, Corporate, and Continuing Education	✓
	Work with Early Headstart, Caldwell County Schools, and other family service agencies to maintain family literacy services through cooperative relationships, applications for grant funding, and implementation of current grant funded programs (11-12)	Adult, Corporate, and Continuing Education	In Progress
	Purchase New Student Orientation software and host (13-14)	Student Services	Ongoing
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 (10-11)	Student Services	✓
	Convert 30-hour TRIO/SSS/SGA Counselor position to full-time on the Watauga Campus (10-11)	Student Services	✓
	Implement transitions to post-secondary/training proposal (10-11)	Adult, Corporate, and Continuing Education	Ongoing
	Provide substance abuse education and prevention resources for students (10-11)	Student Services	✓
	Software renewals and purchases. (10-11)	Technology and Instructional Support Services	Ongoing
	Add budget line in CIS for audio/visual supplies (10-11)	Technology and Instructional Support Services	✓
	Convert 25hr/wk BAS clerical assistant for Watauga to 30 hr/wk PPT position to manage front desk and assume clerical responsibilities. (10-11)	Adult, Corporate, and Continuing Education	✓
	Adoption of a new more comprehensive career services subscription service and software package (11-12)	Student Services	✓

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Transformation Through Innovation: 2010-2015	2010-2014 Divisional Strategies for Improvement	Responsibility	Conclusion
	Permanent Part-time Library Tech (11-12)	Technology and Instructional Support Services	Ongoing
	Replace molded and out of date materials in the current collection (11-12)	Technology and Instructional Support Services	✓
	Update the existing Testing Centers Watauga. Add 30 new computers. Possibly do some remodeling for a larger testing area. Become a Pearson Vue testing center. Add new security cameras and lockers (13-14)	Student Services	✓
	Replace Financial Aid Staff Member(s) lost in Fall 2012 and Spring 2013 (13-14)	Student Services	✓
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	Maintain superlative TRIO Programs (13-14)	Student Services	✓
b. Enhance collaboration with other community colleges.	Implement SIRSI Library Systems Management System (12-13)	Technology and Instructional Support Services	Ongoing
	Expand Truck Driver Training to Isothermal (12-13)	College Transfer and Technical Programs	In progress
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.	Add full-time position to Watauga Financial Aid Office (10-11)	Student Services	✓
	Refine Online course schedules (11-12)	Technology and Instructional Support Services	Ongoing
	Utilize YouTube for program promotion (11-12)	Technology and Instructional Support Services	In progress
	Increase awareness and availability of emergency services course information (12-13)	Adult, Corporate, and Continuing Education	Ongoing
	Encourage online student services use by offering computers in the admission/registration/records area (12-13)	Student Services	Ongoing

Transformation Through Innovation: 2010-2015	2010-2014 Divisional Strategies for Improvement	Responsibility	Conclusion
b. Assess admission, enrollment, and retention patterns and determine future enrollment management goals.	Efficiency study for Enrollment Management Services (10-11)	Student Services	In progress
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.	Add writing consultants (10-11)	Student Services	✓
	Provide adequate authoritative resources for academic achievement. Begin classification and bar coding of electronic resources. (10-11)	Technology and Instructional Support Services	Ongoing
	Expand the 20-hour professional math instructor position on the Watauga campus to a full-time position. (11-12)	Student Services	Ongoing
	Obtain a new Testing area on the Caldwell Campus (11-12)	Student Services	Ongoing
	Obtain a larger space on the Watauga Campus for the Writing Center (11-12)	Student Services	In progress
	On-line research databases (11-12)	Technology and Instructional Support Services	Ongoing
	Prepare for changes to GED testing, including test change over, computerized testing, and requirements for a second test proctor during all testing events (11-12)	Adult, Corporate, and Continuing Education	In progress
	Prepare for changes to GED testing including test change over and computerized testing (12-13)	Adult, Corporate, and Continuing Education	✓
	Re-organize Corporate and Continuing Education to utilize existing staff members to their fullest potential and provide needed services to our area (12-13)	Adult, Corporate, and Continuing Education	✓
	Renew Skills Tutor and other software licenses (12-13)	Adult, Corporate, and Continuing Education	✓
	Obtain a larger space on Watauga campus for the ASC, preferably one that houses both ASC and WC (12-13)	Student Services	Ongoing
	Expand the 20-hour professional math instructor position on Watauga campus to a full-time position (12-13)	Student Services	Ongoing
	Fund part-time staff hours in order to hire two “floating” or substitute staff with the ability for flexibility in scheduling (13-14)	Student Services	**X**

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Transformation Through Innovation: 2010-2015	2010-2014 Divisional Strategies for Improvement	Responsibility	Conclusion
	Provide walled-with-door offices for FA Technician on Hudson Campus to allow for student privacy under FERPA (13-14)	Student Services	Ongoing
b. Expand Facilities Services to accommodate growth and ensure Adult, Corporate, and Continuing Education have access to academic support services	Provide walled/doored offices for two FA Technicians to allow for student privacy under FERPA (11-12)	Student Services	Ongoing
	New testing facility for Caldwell and Watauga campuses. A room with at least 20 computers and a room with at least 30 desks (12-13)	Student Services	In progress
	Provide walled-with-door offices for FA Tech on Hudson campus to allow for student privacy under FERPA (12-13)	Student Services	Ongoing
c. Expand offerings of student success programs and courses	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 (12-13)	Student Services	**X**
	Default Prevention Program implementation (12-13)	Student Services	In progress
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	Convert part-time DS position on Caldwell campus to full-time in order to meet the needs of growing numbers of SWD on the Caldwell campus. (11-12)	Student Services	✓
	Ramp up social/new media efforts by developing a formal Facebook/Twitter strategy and identifying additional media we should be using, i.e. LinkedIn (11-12)	Technology and Instructional Support Services	In progress
	Expand traditional media reach by leveraging free services/opportunities in additional areas (11-12)	Technology and Instructional Support Services	In progress
	Expand available technology for audio books and other accommodations to increase access for students with disabilities (12-13)	Student Services	Ongoing
	Convert Director of ABE/GED/Family Literacy to Director of Basic Skills (13-14)	Office of the Executive Vice President	✓

Transformation Through Innovation: 2010-2015	2010-2014 Divisional Strategies for Improvement	Responsibility	Conclusion
	Increase the number of CCR students served in Watauga County (13-14)	Office of the Executive Vice President	Ongoing
	Increase the number of eligible students enrolled in the Family Literacy Program (13-14)	Office of the Executive Vice President	Ongoing
	Implement 13/14 Processing year functionalities and changes (13-14)	Student Services	Ongoing
	Default Prevention Program Implementation (13-14)	Student Services	✓
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.	Provide 20 hours of more staff to student activities on the Watauga campus (12-13)	Student Services	**X**
	Provide 20 hours more staff to student activities on the Watauga Campus (13-14)	Student Services	**X**
b. Provide learning opportunities through non-instructional areas			
c. Enhance student goal planning and counseling.	Online subscription to Myers-Briggs and Strong Interest Inventory (10-11)	Student Services	✓
	Soundproofing Testing Lab (11-12)	Student Services	Ongoing
	Explore and purchase unused aspects of WebAdvisor (Retention and Academic Planning) (13-14)	Student Services	Ongoing
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	Explore the feasibility of establishing an Energy Training Center (10-11)	Adult, Corporate, and Continuing Education	Ongoing
	Add Security curriculum; part-time instructional costs in 2012-2013 (CIT/Programming) (11-12)	College Transfer and Technical Programs	Ongoing
b. Develop and expand advisory committees to elicit input into programs and services.			

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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	Professional Development TRANE (11-12)	Facility Services	✓
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.	Hire a full-time HRD Coordinator/Instructor (13-14)	Continuing Education and Workforce Development	Incomplete
	Hire a full-time Electrical Lineman Instructor (13-14)	Continuing Education and Workforce Development	Incomplete
	Hire a full-time Emergency Services Coordinator for fire area (13-14)	Continuing Education and Workforce Development	Incomplete
	Hire a full-time trades/business and industry instructor, and increase part-time instructors to meet the growing demand of the vocational and technical area (13-14)	Continuing Education and Workforce Development	Incomplete

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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.	Create a new position: Assistant Systems Administrator (10-11)	Technology and Instructional Support Services	✓
	PT Web Master Assistant changed to Permanent Part-Time (10-11)	Technology and Instructional Support Services	✓
	Establish stable staffing level – fund part-time staff. (10-11)	Technology and Instructional Support Services	✓
	Develop comprehensive subject-specific assessment plan for AA and AS degrees (10-11)	College Transfer and Technical Programs	Ongoing
	Improve web information accessibility (11-12)	Technology and Instructional Support Services	In progress
	Reestablish social science coordinator position (11-12)	College Transfer and Technical Programs	Ongoing
	Better serve our clients with IE services by assigning professional duties to the administrative assistant (11-12)	Office of the Executive Vice President	Ongoing
	Hire a 25-hour per week permanent part-time administrative assistant (JEBCC Weekend/Evening) (11-12)	Adult, Corporate, and Continuing Education	In progress
	Reorganize staff responsibilities to better utilize resources (11-12)	Adult, Corporate, and Continuing Education	✓
	25 hour/week permanent part-time administrative assistant (JEBCC Weekend/Evening). Conversion of Production Tech to Production Director (12-13)	Adult, Corporate, and Continuing Education	✓
	Fill existing position for a coordinator of Social Sciences (12-13)	College Transfer and Technical Programs	✓
	Assign professional duties to the administrative assistant (move from administrative assistant to program assistant) (12-13)	Office of the Executive Vice President	✓
	Enhance logistical support for emergency services training programs and reduce institutional liability incurred by instructors towing CCC&TI's equipment with their personal vehicles (13-14)	Continuing Education and Workforce Development	Incomplete

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Transformation Through Innovation: 2010-2015	2010-2014 Divisional Strategies for Improvement	Responsibility	Conclusion
	25 hour/week Part-Time Marketing Assistant at the JEBCC (13-14)	Continuing Education and Workforce Development	Ongoing
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	Provide TISS staff with new computers (10-11)	Technology and Instructional Support Services	Ongoing
	Repair/replace worn and damaged rigging system (10-11)	Adult, Corporate, and Continuing Education	Ongoing
	Renovate JEBCC Office Area and Box Office Communications System (10-11)	Adult, Corporate, and Continuing Education	**X**
	Convert 20 hour/week Part –Time JEBCC Administrative Assistant to 30 hour/week Permanent Part-Time Administrative Assistant (Weekend/Evening) (10-11)	Adult, Corporate, and Continuing Education	**X**
	Software renewals and purchases (11-12)	Technology and Instructional Support Services	✓
	Replace and purchase new equipment to support infrastructure (11-12)	Technology and Instructional Support Services	✓
	Establish a repository for instructors to load their video/audio files. Option: use the server Ira has created (11-12)	Technology and Instructional Support Services	✓
	Equip faculty, staff, and student computer labs with the latest equipment and software (11-12)	Technology and Instructional Support Services	✓
	KLAS Library Systems Management (11-12)	Technology and Instructional Support Services	**X**
	Replace bar code scanners (11-12)	Technology and Instructional Support Services	✓
	Provide TISS staff with new computers and software (11-12)	Technology and Instructional Support Services	✓
	Increase in maintenance budget (11-12)	Technology and Instructional Support Services	Ongoing
	Purchase equipment necessary to outfit smart classrooms (smart boards, internet, cable television access) and other classroom technology (11-12)	College Transfer and Technical Programs	In progress

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	Desktop computer to provide for enhanced, accurate reporting and analysis for decision-making (11-12)	Office of the Executive Vice President	✓
	Upgrade to Acrobat Pro X to expand reporting capabilities (IE) (11-12)	Office of the Executive Vice President	X
	Upgrade/install technology infrastructure – increase wired/wireless access throughout facility (JEBCC) (12-13)	Adult, Corporate, and Continuing Education	✓
	Software renewals and purchases (12-13)	Technology and Instructional Support Services	✓
	Improvements and additions to Datatel and portal to assist and automate tasks in departments across campus (12-13)	Technology and Instructional Support Services	✓
	Create and enhance video conferencing and smart classrooms on both campuses (12-13)	Technology and Instructional Support Services	✓
	Replace and purchase new equipment to support infrastructure (12-13)	Technology and Instructional Support Services	✓
	Equip faculty, staff, and student computer labs with the latest equipment and software (12-13)	Technology and Instructional Support Services	✓
	New scoreboard in the gym (12-13)	Student Services	In progress
	Install flat screen on wall for computer and TV access (12-13)	Student Services	✓
	Converting aged out student files to DocEScan; additional scanner is needed (12-13)	Student Services	X
	Laptop for institutional researcher (12-13)	Office of the Executive Vice President	✓
	Desktop for office manager (IE) (12-13)	Office of the Executive Vice President	✓
	Laser printer (IE) (12-13)	Office of the Executive Vice President	✓
	Improvements and additions to Datatel and portal (13-14)	Technology and Instructional Support Services	Ongoing
	Equip faculty, staff, and student computer labs with the latest equipment and software (13-14)	Technology and Instructional Support Services	✓
	Replace network infrastructure equipment (13-14)	Technology and Instructional Support Services	✓
	Provide TISS staff with new computers and Software (13-14)	Technology and Instructional Support Services	✓

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	Provide Student Activities staff with IPads or notebook computers to help with implementation of programing (13-14)	Student Services	✓
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.	Color laser printer (10-11)	Office of the Executive Vice President	✓
	Implement "Chronicle Classifieds" (11-12)	Technology and Instructional Support Services	✓
	Re-launch "Chronicle Classifieds" (11-12)	Technology and Instructional Support Services	✓
	Continue "Marketing Matters" email reminders to college employees (11-12)	Technology and Instructional Support Services	✓
	Implement streamlined process for marketing requests/internal organization of department tasks and assignments (11-12)	Technology and Instructional Support Services	In progress
	Develop internal marketing seminars to improve college's overall marketing efforts, change culture of interacting with marketing in last minute/emergency way, and bridge the gap between Marketing & Communications and rest of the college (11-12)	Technology and Instructional Support Services	In progress
	Restart Culinary Clips TV show (11-12)	Technology and Instructional Support Services	Ongoing
	Purchase FAX machine for Watauga Campus Business Office (11-12)	Office of the Executive Vice President	✓
	Purchase portable public address system for Watauga Campus (11-12)	Office of the Executive Vice President	**X**
	Document imaging (12-13)	Student Services	In progress
	Convert permanent part-time Watauga administrative assistant to a full-time position (13-14)	Curriculum and Adult Education	Not Funded
	Implement scanning and electronic storage of HR Documents from full-time and permanent part-time personnel files (13-14)	Finance	**X**

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	Implement background checks for newly hired part-time employees working 20 hours per week (13-14)	Finance	X
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	Purchase floor cleaning equipment (Automotive) (10-11)	College Transfer and Technical Programs	✓
b. Update and enhance physical plants.	Professional Development Trane (10-11)	Facilities Services	✓
	Tractor (33 HP 4 wheel drive) (10-11)	Facilities Services	✓
	18 passenger van (10-11)	Facilities Services	✓
	Replace hand tools, drills, equipment (10-11)	Facilities Services	✓
	Custodial equipment – 2 shower scrubbers (10-11)	Facilities Services	✓
	Air hand dryers (10) (10-11)	Facilities Services	✓
	Purchase floor cleaning equipment (Automotive) (10-11)	College Transfer and Technical Programs	✓
	Add 30 new parking spaces @ New Auto Body (11-12)	Facility Services	✓
	Replace maintenance hand tools, drills, equipment. (11-12)	Facility Services	✓
	Custodial equipment: backpack vacuums, shower/ scrubbers & bathroom machines (11-12)	Facility Services	Ongoing
	1-ton pickup (11-12)	Facility Services	Ongoing
	Build new weight room (11-12)	Facility Services	✓
	Metal Lining @ Auto Body (11-12)	Facility Services	X
	Concrete 2nd dumpster area @ Civic Center (11-12)	Facility Services	✓
	Renovations to Student Services (11-12)	Facility Services	✓
	Renovate Civic Center Office Area (11-12)	Facility Services	✓
	Small tractor/utility cart storage area (11-12)	Facility Services	Ongoing
	Replace windows in buildings A & E (11-12)	Facility Services	X
	Paint exterior work areas of Broyhill House/mulch (11-12)	Facility Services	✓
	Landscape Plantings (11-12)	Facility Services	✓
	Improve LRC facilities for students, faculty and staff (11-12)	Technology and Instructional Support Services	✓
	Purchase 4-wheel drive truck for Maintenance Dept (WAT) (11-12)	Office of the Executive Vice President	Ongoing
	Balance Instructional Facility HVAC system (WAT) (11-12)	Office of the Executive Vice President	X

Transformation Through Innovation: 2010-2015	2010-2014 Divisional Strategies for Improvement	Responsibility	Conclusion
	Repair sections of existing parking lots around Instructional Facilities (WAT) (11-12)	Office of the Executive Vice President	✓
	Pave service road behind modular units (WAT) (11-12)	Office of the Executive Vice President	✓
	Pave gravel parking lot (WAT) (11-12)	Office of the Executive Vice President	✓
	Upgrade storage building with installation of heating and lighting (WAT) (11-12)	Office of the Executive Vice President	Ongoing
	Repaint exterior trim on Instructional Facility (WAT) (11-12)	Office of the Executive Vice President	✓
	Re-caulk joints in sidewalks around Instructional Facility (WAT) (11-12)	Office of the Executive Vice President	**X**
	Purchase industrial vacuum for Continuing education center (WAT) (11-12)	Office of the Executive Vice President	**X**
	Renovate JEBCC office/reception area (11-12)	Adult, Corporate, and Continuing Education	✓
	Renovate WCEC #109 to add water source and diving board tables (11-12)	Adult, Corporate, and Continuing Education	**X**
	JEBCC facility maintenance and repair: relocation of handicapped ramp, install new dumpster pad, repair loading docks (12-13)	Adult, Corporate, and Continuing Education	Ongoing
	Construct a multi-purpose emergency services training facility to enhance course offerings (12-13)	Adult, Corporate, and Continuing Education	Incomplete
	1 ton pickup (12-13)	Facility Services	✓
	Replace maintenance hand tools as needed (12-13)	Facility Services	✓
	Custodial equipment (12-13)	Facility Services	✓
	Concrete 2nd dumpster site at Civic Center (12-13)	Facility Services	✓
	Refinish stage floor at Civic Center (12-13)	Facility Services	✓
	Continued renovation of LRC (12-13)	Facility Services	✓
	Re-surface selected parking lots (12-13)	Facility Services	Ongoing
	Re-finish gym floor (12-13)	Facility Services	✓
	Replace ceiling tiles campus wide (12-13)	Facility Services	Ongoing
	Small tractor/utility cart garage area (12-13)	Facility Services	Ongoing
	Renovate Civic Center office area (12-13)	Facility Services	✓
	Re-stripe parking lot areas (12-13)	Facility Services	✓
	Renovation of Nurses lab area (12-13)	Facility Services	✓
	Replace cracked raised areas of campus sidewalk (12-13)	Facility Services	✓

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	New Watauga Continuing Education Center (12-13)	Facility Services	In progress
	Re-pave Community College Drive in Watauga (12-13)	Facility Services	✓
	Facility repairs on Watauga Campus (12-13)	Facility Services	✓
	Pressure wash exterior of Civic Center (12-13)	Facility Services	Ongoing
	New BLET Facility (12-13)	Facility Services	In progress
	Oversee construction needs at Watauga campus (12-13)	Office of the President	✓
	Oversee construction needs at Caldwell campus (12-13)	Office of the President	✓
	Oversee construction needs at Watauga campus (13-14)	Office of the President	✓
	Oversee construction needs at Caldwell campus (13-14)	Office of the President	✓
	Oversee renovation project for Chamber (13-14)	Office of the President	✓
	Install protective, sliding glass window in TRIO Center, similar to the windows in the Records area. Paint TRIO Center with color of Basic Skills (12-13)	Student Services	✓
	Purchase 4-wheel drive truck for maintenance department (WAT) (12-13)	Office of the Executive Vice President	Ongoing
	Repair driveway from White Oak road (WAT) (12-13)	Office of the Executive Vice President	✓
	Reseal all paved parking lot surfaces as needed (WAT) (12-13)	Office of the Executive Vice President	✓
	Repair / Resurface all sidewalks (WAT) (12-13)	Office of the Executive Vice President	Ongoing
	Repair / Reseal eaves on Instructional Facility (WAT) (12-13)	Office of the Executive Vice President	Ongoing
	Repaint exterior trim on Instructional Facility as needed (WAT) (12-13)	Office of the Executive Vice President	Ongoing
	Upgrade existing storage building by installing heating and lighting (WAT) (12-13)	Office of the Executive Vice President	**X**
	Replace window blinds as needed in Instructional Facility and Modular units as needed (WAT) (12-13)	Office of the Executive Vice President	In progress
	Replace heat pump at Watauga Continuing Education Center (WAT) (12-13)	Office of the Executive Vice President	**X**
	Replace Several Sections of Sidewalk that are Crumbling (13-14)	Office of the Executive Vice President	Ongoing
	Purchase Snow Blower Attachment for the Bobcat (13-14)	Office of the Executive Vice President	Ongoing
	Repair and Repaint Damaged Exterior Portions of the Instructional Facility (13-14)	Office of the Executive Vice President	Ongoing

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	Hire a 30 Hour Permanent Part-Time Facility Operations Worker (13-14)	Office of the Executive Vice President	Ongoing
	Repair Sections of Existing Parking Lots Around Instructional Facilities (13-14)	Office of the Executive Vice President	Ongoing
	Restripe the Parking Lot if the Lot is Approved for Resurfacing (13-14)	Office of the Executive Vice President	Ongoing
	Re-caulk Joints in the Sidewalks (13-14)	Office of the Executive Vice President	Ongoing
	Purchase 4-Wheel Drive Truck (13-14)	Office of the Executive Vice President	Ongoing
	Maintenance trailer (13-14)	Facility Services	✓
	Replace maintenance hand tools as needed (13-14)	Facility Services	✓
	Custodial equipment (13-14)	Facility Services	✓
	Small tractor/utility cart shed (13-14)	Facility Services	Ongoing
	Build ¾ individual study rooms in Library (13-14)	Facility Services	Ongoing
	Begin renovation of D bldg. and S bldg. (13-14)	Facility Services	TBD
	New BLET/EMS facility (13-14)	Facility Services	✓
	New Con-Ed / Curriculum facility in Watauga (13-14)	Facility Services	✓
	Renovate Chamber basement (13-14)	Facility Services	✓
	Re-model “F” bldg where job-link was located (13-14)	Facility Services	✓
	Re-stripe parking lot areas (13-14)	Facility Services	Ongoing (ann)
	New Civic Center bumpers (13-14)	Facility Services	**X**
	Carport for new bus (13-14)	Facility Services	**X**
	Replace cracked raised areas of campus sidewalk (13-14)	Facility Services	✓
	Pressure wash Civic Center (13-14)	Facility Services	Ongoing (ann)
	Furniture for new BLET and Watauga facilities (13-14)	Facility Services	✓
	Explore the possibility of DOT and CCC&TI building a truck turn lane located on the north bound side of Highway 321 between Rite Aid and the entrance into the TAPS Center (13-14)	Continuing Education and Workforce Development	Incomplete
	JEBCC Facility Maintenance and Repair: Relocation of handicapped ramp, repair auditorium and dressing areas, fix loading docks (13-14)	Continuing Education and Workforce Development	Incomplete
	JEBCC Auditorium Draperies/Rigging (13-14)	Continuing Education and Workforce Development	Incomplete

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	JEBCC Green Room Renovation (13-14)	Continuing Education and Workforce Development	Incomplete
	Creation of instructional space within the Caldwell LRC by glassing in the former Reference Room. This area can also be used for Quiet Study during non-instruction periods (13-14)	Technology and Instructional Support Services	Ongoing
	New furniture/carpet/chairs for computer labs (13-14)	Technology and Instructional Support Services	✓
	Provide a safe and comfortable learning environment for students and work environment for faculty/staff (13-14)	Office of the Executive Vice President	Ongoing
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.	Graphic Artist title change to Graphics Coordinator (10-11)	Technology and Instructional Support Services	✓
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	Improvements and additions to Datatel to assist in automation of tasks in other departments including IE, Student Services, and HR. (10-11)	Technology and Instructional Support Services	Ongoing
	Improvements and additions to Datatel to assist and automate tasks in departments across campus (11-12)	Technology and Instructional Support Services	✓
	Ensure compliance with the SACS Fifth-Year Interim Report (10-11)	College Transfer and Technical Programs	Completed
	Scanner to interface with Windows 7 (11-12)	Office of the Executive Vice President	✓
	SENSE/CCSSE – fund IER permanent line (12-13)	Office of the Executive Vice President	✓
	Organize External Future Search IV Conference at the Civic Center for Fall 2013 – Catering (13-14)	Office of the Executive Vice President	✓
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	Develop comprehensive subject-specific assessment plan for AA and AS degrees (10-11)	College Transfer and Technical Programs	Ongoing

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	Upgrade administrative positions to reflect job responsibilities (10-11)	College Transfer and Technical Programs	X
	Process new hires of PT employees through Human Resources (12-13)	Finance and Business Services	✓
	Convert 10 mo. PPT OMA position to 12 mo. FT (13-14)	Curriculum and Adult Education	Not Funded
b. Identify and implement strategies to ensure the college exceeds externally delineated measures of quality.	Compliance Assist – fund IER permanent line (12-13)	Office of the Executive Vice President	✓
	Continue to develop strategies to address changing National Reporting Service (NRS) implementation guidelines and changing System Office guidelines, policies, and procedures affective Literacy Education Information System (LEIS) (13-14)	Office of the Executive Vice President	Ongoing
	Hire a part-time Medical Director to meet the requirements for the CoAEMSP (13-14)	Continuing Education and Workforce Development	Incomplete
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.	Enhance Foundation operations (10-11)	Office of the President	✓
	Foundation - Conference/Workshops (13-14)	Office of the President	✓
	Explore external funding to acquire training resources/Facilities Services for emergency services training (10-11)	Adult, Corporate, and Continuing Education	Ongoing
	Institutional grants writer (11-12)	College Transfer and Technical Programs	Not Funded
	Enhance Foundation operations (11-12)	Office of the President	Ongoing
	Enhance Foundation operations (12-13)	Office of the President	✓
	Part-time (20 hours) professional to handle expanded IER services (12-13)	Office of the Executive Vice President	Ongoing
	Part-time (20 hours) professional to handle expanded IER services (13-14)	Office of the Executive Vice President	Ongoing

CCC&TI Policies and Procedures

Program Review & Administrative Committees
May 5, 2014

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. Recommendations are then made 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 professionals who represent each organizational area, each campus, and serve for two years. The membership of the program review committee is as follows: curriculum and adult education (4 members), continuing education and workforce development (2 members), student services (2 members), technology and instructional support services (1 member), facilities services, finance and business services, or administration (1 member in alternate terms), and director of the office of institutional effectiveness and research (ex-officio). Resource personnel shall be consulted as necessary.

The administrative committee includes those who provide administrative oversight for the program: appropriate director or department chair, vice president of the division, and executive vice president. College planning council will evaluate the effectiveness of institutional program review on an annual basis.

Procedure for Monitoring and Maintaining State Authorization:

The Director of Institutional Effectiveness and Research will be the single point of contact to coordinate, assist, and secure authorization from states that require educational institutions to be legally authorized in their state prior to:

1. offering online/distance education programs/courses to students residing in that state, or
2. establishing any physical presence within that state, as defined by the regulations of that state.

The Office of Institutional Effectiveness and Research (OIER) will maintain information needed to determine eligibility in states and to complete authorization requests as necessary. OIER will maintain a current database of out-of-state students enrolled in CCC&TI distance learning programs/courses. Human Resources will maintain an up-to-date list of instructors living out of state.

Process:

The Director of Institutional Effectiveness and Research is charged with ensuring compliance with any state authorization requirements for CCC&TI through the following steps:

1. Act as the clearinghouse to assist academic units that offer online/distance education courses or programs to students residing in other states to obtain authorization in those states as necessary.
2. Monitor and maintain information related to other states' post-secondary authorization requirements.
3. Maintain point of contact information for each state's authorization agency/agencies and correspond with points of contact as necessary.
4. Track enrollment of students from other states in CCC&TI courses delivered by online/distance learning instructional methods and notify department chairs and the Executive Vice President of any changes in out-of-state enrollment. (Note: Some states require authorization for faculty residing in the state.)
5. Monitor new programs and courses in which students residing in other states might enroll to determine if the program/course meets an exemption status or if authorization must be obtained from a state or states when a need for authorization is determined.
6. Monitor programs and courses requiring an internship, co-op, clinical, or other on-the-ground instruction in other states for possible physical presence triggers.
7. Initiate the authorization process for the required state or states.
8. Establish and monitor renewal cycles for states from which authorization has been obtained.
9. Provide website updates to the college webmaster on how to file a complaint with accrediting agencies and relevant state approval authorities that USDOE requires to be available to students on the CCC&TI website.
10. Provide website updates to the college webmaster informing out-of-state students of current CCC&TI state approval and authorization to offer online and distance education.
11. Keep current concerning federal revisions of state authorization regulations and of progress of adoption of the national reciprocity agreement, SARA.