

COMPLETION • LEARNING
EQUITY • POST-GRADUATION

VISION 2025

THE 2020-2025 STRATEGIC PLAN



MISSION

Forsyth Technical Community College advances student success through excellence in learning, completion, equity, and post-graduation outcomes.

VISION

Forsyth Technical Community College is a catalyst for equitable economic mobility, empowering lives and transforming communities.

EQUITY STATEMENT

At Forsyth Technical Community College, equity is grounded in a culture of belonging. We will intentionally design the college experience to ensure that each learner receives what they need to be successful.



OUR CORE VALUES

In order to implement our mission, Forsyth Tech employees are guided by the following core values:

EXCELLENCE – We hold high expectations of our students and of ourselves and are ceaselessly committed to meeting those expectations.

LEARNING – We are a learning organization that recognizes and supports formal and informal learning opportunities for both our students and ourselves.

INNOVATION – We recognize the impact of change and innovation and embrace this as an opportunity. We are committed to collaboration in making our community a better place to live.

DIVERSITY – We value, cultivate, and sustain equity and we honor diversity and inclusion within our college and the communities we serve. We are committed to minimizing barriers for our students, including financial, geographical, environmental, social, linguistic, and cultural obstacles that hamper learning.

INTEGRITY – We value a work environment characterized by mutual respect and transparency, and demand of ourselves the highest competence, trust and integrity.

PILLAR OF EXCELLENCE I: COMPLETION AND TRANSFER

High levels of completion of workforce certificates and two-year degrees, and transfer to four-year colleges resulting in bachelor's degree attainment, as well as institutional practices and policies that promote completion.



STRATEGIC GOALS

1.1. Develop and implement clear academic and career pathways to help students achieve their educational and career goals with clear practices and policies that promote completion.

1.2. Enable and nurture a student-centered environment by enhancing recruiting, academic advising and student support programs.

1.3. Enhance student success by integrating appropriate and current technology throughout the student life cycle.

OUTCOMES & INDICATORS

Clear Pathways

- By Fall 2025, increase the aggregate percent of local high school graduates who enroll into FT during the same year of their graduation, to 30 percent or higher.
- By 2025, all applicable curriculum and economic workforce development programs will have clearly documented articulation agreements.
- By Fall 2025, Career & College Promise enrollment will exceed 1,500 students.
- By Fall 2025, 75 percent or more of college transfer graduates will enroll into a four-year post-secondary institution within a year.
- By Fall 2025, 70 percent or more of college transfer graduates will enroll into a four-year post-secondary will obtain a bachelor's degree within three academic years.
- By Fall 2025, increase the aggregate percent of Economic & Workforce Development students who enroll into FT during the same year of their completion, to 40 percent or higher.

Early Momentum Success

- By Fall 2025, 80 percent or more of first-time freshmen will graduate or will continue their studies at FT the following spring semester.
- By Fall 2025, 75 percent or more of first-time freshmen will graduate or continue their studies at FT the following fall semester.
- By 2025, 40 percent or more of first-time freshmen will complete at least 24 college credits in their first academic year.
- By 2025, 35 percent or more of first-time freshmen will pass college-level math and college-level English during their first academic year.

High Levels of Completion

- By Fall 2025, credentials awarded per 100 FTE will be 45 or higher.
- By Fall 2025, the three-year graduation rate will be 40 percent or higher.

PILLAR OF EXCELLENCE II: EQUITABLE ACCESS AND SUCCESS

High and equitable levels of access and success for historically underserved students—including students of color and those from low-income backgrounds—as well as institutional practices and policies.



STRATEGIC GOALS

2.1. Create a welcoming and success focused campus climate for all students, faculty, and staff.

2.2. Close equity gaps among students from diverse backgrounds and enrollment status. This includes improving policy and practices.

2.3. Eliminate resource barriers for our diverse student population.

2.4. Foster cultural competency at the institutional, personal, and instructional levels.

OUTCOMES & INDICATORS

Equitable Access and Participation

- By 2025, and assessed using the Institutional Capacity and Framework and Assessment Tool, faculty and staff will indicate that Forsyth Tech has a strong or exemplary level of capacity as it relates to equity.
- By Fall 2025, 99 percent of students will mostly or definitely agree with the statement, “During the first half of this course, did the instructor seem to care about you and your success in this course?”

Early Momentum Success

- By Fall 2025, 80 percent or more of underrepresented minority freshmen will graduate or will continue their studies at FT the following spring semester.
- By Fall 2025, 75 percent or more of underrepresented minority freshmen will graduate or continue their studies at FT the following fall semester.
- By 2025, 40 percent or more of underrepresented minority freshmen will complete at least 24 college credits in their first academic year.
- By 2025, 35 percent or more of underrepresented minority freshmen will pass college-level math and college-level English during their first academic year.

Close Equity Gaps

- By Fall 2025, credentials awarded per 100 FTE will be 40 or higher for underrepresented minority students.
- By Fall 2025, the three-year graduation rate will be 38 percent or higher for underrepresented minority students.
- By Fall 2025, the three-year graduation rate will be 36 percent or higher for PELL grant recipients.
- By Fall 2025, 75 percent or more of underrepresented minority graduates will enroll into a four-year post-secondary institution within a year.
- By Fall 2025, 70 percent or more of underrepresented minority graduates will enroll into a four-year post-secondary will obtain a bachelor’s degree within three academic years.

PILLAR OF EXCELLENCE III: LEARNING OUTCOMES

Evidence that students learn at high levels, as well as institutional practices and policies that result in strong and constantly improving levels of student learning in courses, within programs, and college-wide.



STRATEGIC GOALS

3.1. Develop, align and review learning outcomes to affirm academic rigor and relevance.

3.2. Cultivate learning-centered teaching strategies to enhance student learning, application, and performance.

3.3. Provide a holistic learning environment by assuring students' participation in curricular, co-curricular, and community experiences are integrated into learning outcomes.

OUTCOMES & INDICATORS

Evidence of Academic Rigor

- By 2025, the standardized benchmark score for Academic Challenge, within the Community College Survey of Student Engagement (CCSSE), will meet or exceed scores from the top ten percent of participating colleges.
- As calculated by the North Carolina Community College System (NCCCS), the weighted index score of licensure and certification exams will meet or exceed the NCCCS Excellence Level.
- Forsyth Tech college transfer graduates, that attend a University of North Carolina System institution, will obtain a GPA that is 0.1 points higher than native students (i.e., non-transfer students) during their junior year.

Enhance Student Success

- As calculated by the North Carolina Community College System (NCCCS), the percent of basic skills obtaining a measurable skill gain will increase to meet or exceed the NCCCS System average.
- By Fall 2025, 90 percent of educational programs and student support services will successfully demonstrate proficiency as evaluated by Forsyth Tech's Assessment Framework Guide.
- By Fall 2025, 75 percent of students will successfully complete gateway courses.

Commitment to Teaching and Learning

- 100 percent of full-time and part-time faculty will participate in the New Faculty Orientation program.
- By 2025, all distance learning courses will be certified using Quality Matters Standards.
- By 2025, and assessed using the Institutional Capacity and Framework and Assessment Tool, faculty and staff will indicate that Forsyth Tech has a strong or exemplary level of capacity as it relates to teaching and learning.

PILLAR OF EXCELLENCE IV: POST-GRADUATION OUTCOMES

High rates of employment and earnings for graduates, as well as institutional practices and policies aligned with labor market needs.



STRATEGIC GOALS

4.1. Provide consistent and integrated opportunities for students to participate in apprenticeships, internships, and work-based learning programs.

4.2. Assess labor market demand to develop and promote career-training programs that align with local workforce demand and offer completers a living wage.

4.3. Collaborate with internal and external partners to enhance our students' employability and career skills.

OUTCOMES & INDICATORS

Enhanced Business and Industry Partners

- By Fall 2025, 50 percent of degree programs will have a work-based learning requirement.
- By Fall 2025, 10 percent of degree seeking students will participate in a work-based learning program.
- By Fall 2025, 20 employers will participate in the Learn and Earn Apprenticeship Program.
- By Fall 2025, 200 students will participate in a Learn and Earn Apprenticeship Program.
- By Fall 2025, 50 students will participate in an Employer Registered Apprenticeship Program.

High Rates of Employment and Earnings

- Based on NCTOWER data, employment rates one year after completion will meet or exceed the overall rate for Forsyth Tech's NCCCS peer institutions.
- Based on NCTOWER data, median annual earnings three years after completion will meet or exceed that of Forsyth Tech's NCCCS peer institutions.



 **Forsyth Tech**
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