

PROGRAM: Associate in Arts
CODE: A10100 (Formerly C011)
DEGREE: Associate in Arts

DESCRIPTION/PURPOSE

The Associate in Arts program is designed to provide a broad background in the core courses of a liberal arts curriculum comprising the first two years of a four-year baccalaureate degree.

Since requirements vary, it is the responsibility of each student to determine the specific requirements of the senior institution to which he or she plans to transfer. The student should also be advised that while individual courses may be considered for transfer credit, most institutions give preference to applicants who have completed the Associate in Arts Degree.

PROGRAM MEASUREMENTS

1. A. **Operating Cost:**

Definition - Operating costs are defined as state funded operating expenditures such as supplies, travel, salaries and fringes, equipment repairs, software, service contracts, etc.. It does not include major equipment expenditures, books or grant funds such as the Kate B. Reynolds Grant or other grant sources which may be providing substantial financial support to a program.

1992-93 -	\$277,247.58	1996-97 -	\$1,364,080.52
1993-94 -	\$523,178.39	1997-98 -	\$2,161,090.55
1994-95 -	\$853,281.96	1998-99 -	\$2,096,658.96
1995-96 -	\$1,130,482.54	1999-00 -	\$2,847,314.13

B. **Equipment Expenditures:**

1992-93 -	\$11,551.34	1996-97 -	\$84,087.27
1993-94 -	\$11,669.42	1997-98 -	\$49,507.48
1994-95 -	\$88,523.72	1998-99 -	\$193,541.68
1995-96 -	\$82,531.46	1999-00 -	\$91,665.62

Source: Business Services

2. **Enrollment:**

<u>Year</u>	<u>Unduplicated Annual Headcount</u>		
1993-94	1,237		
1994-95	1,557		
1995-96	2,049		
1996-97	2,404		
1997-98	2,372		
1998-99	2,678		
1999-00			
Associate in Arts	2,970	Political Science	8
Art Education	3	Psychology	14
Business Edu & Marketing Edu	16	Sociology	6
Criminal Justice	7	Speech/Communications	4
English	11	Elementary, Middle Grades	12
History	3		

Source: Curriculum Registration Report and ICR

FTE (Full Time Equivalent)

(Three Quarter Average)

1993-94 - 683.48

1994-95 - 856.07

1995-96 - 1,082.3

1996-97 - 1,195.0

(Annualized Semester FTE)

1997-98 - 1,315.8

1998-99 - 1,427.4

1999-00 - 1,623.7

*Source: Quarterly FTE by College by Program Area, CC50691C
Annualized Semester FTE by College by Program Area*

3. **Goal Accomplishment:**

GRADUATES

1994-95	Sample Size 30	Response Rate 15 or 50%
1995-96	Sample Size 82	Response Rate 79 or 96%
1996-97	Sample Size 91	Response Rate 32 or 35%
1997-98	Sample Size 103	Response Rate 32 or 31%
1998-99	Sample Size 136	Response Rate 105 or 77%
1999-00	Sample Size 162	Response Rate 139 or 86%

a. My goal(s) for attending CFCC were:	Graduates					
	1994-95 # & % Responses	1995-96 # & % Responses	1996-97 # & % Responses	1997-98 # & % Responses	1998-99 # & % Responses	1999-00 # & % Responses
Receiving a degree, diploma or certificate from CFCC	0	9 or 11%	21 or 66%	8 or 26%	21 or 20%	30 or 21%
Preparing for/getting a new job	0	8 or 10%	4 or 12%	0	0	0
Improving existing job skills	0	2 or 3%	1 or 3%	0	1 or 1%	0
Transferring to a four year college/university	0	70 or 89%	30 or 94%	22 or 73%	79 or 76%	108 or 78%
Personal interest	0	7 or 9%	40 or 12%	0	2 or 2%	0
Other	0	2 or 3%	0	0	1 or 1%	0

b. I accomplished my goal(s) for attending CFCC:	Graduates					
	1994-95 # & % Responses	1995-96 # & % Responses	1996-97 # & % Responses	1997-98 # & % Responses	1998-99 # & % Responses	1999-00 # & % Responses
Yes, completely	15 or 100%	38 or 48%	28 or 88%	26 or 84%	79 or 77%	103 or 75%
Yes, partially	0	38 or 48%	4 or 12%	4 or 13%	22 or 21%	29 or 21%
No	0	3 or 4%	0	1 or 3%	0	1 or 1%

c. If you did not accomplish your goal(s) for attending CFCC, which of the following describes why you did not achieve that goal(s)?	Graduates					
	1994-95 # & % Responses	1995-96 # & % Responses	1996-97 # & % Responses	1997-98 # & % Responses	1998-99 # & % Responses	1999-00 # & % Responses
Job conflict	0	8	0	0	3	2
New employment	0	0	0	0	0	0
Financial hardship	0	2	0	0	3	4
Family conflict	0	1	1	0	1	1
Joined the military	0	0	0	1	1	0
Child care problems	0	2	0	0	0	0
Medical Problems	0	0	0	0	1	5
Moved to a new area	0	0	0	0	1	2
Lack of interest in pursuing course of study	0	3	0	0	2	4
Dissatisfied with the services offered	0	1	0	0	2	1
Dissatisfied with the quality of instruction	0	2	0	0	0	0
Other	0	6	2	2	9	14

Source: Graduating Student Opinion Survey, Student Development

NON-COMPLETERS/EARLY LEAVERS

1994-95 No Data
 1995-96 Sample Size 150 Response Rate 42 or 28%
 1996-97 Sample Size 184 Response Rate 74 or 40%
 1997-98 No Data Collected
 1998-99 No Data Collected
 1999-00 Sample Size 756 Response Rate 25 or 3%

a. My goal(s) for attending CFCC were:	Non-Completers/Early Leavers			
	1994-95 # & % Responses	1995-96 # & % Responses	1996-97 # & % Responses	1999-00 # & % Responses
Receiving a degree, diploma or certificate from CFCC		0	15 or 20%	4 or 16%
Preparing for/getting a new job		10 or 24%	2 or 3%	0
Improving existing job skill		2 or 5%	1 or 1%	0
Transferring to a four year college/university		30 or 71	62 or 84%	21 or 84%
Personal interest		0	3 or 4%	0
Other		0	1 or 1%	0

b. I accomplished my goal(s) for attending CFCC:	Non-Completers/Early Leavers			
	1994-95 # & % Responses	1995-96 # & % Responses	1996-97 # & % Responses	1999-00 # & % Responses
Yes, completely		17 or 40%	35 or 47%	9 or 38%
Yes, partially		5 or 12%	25 or 34%	3 or 13%
No		19 or 45%	14 or 19%	12 or 50%

c. If you did not accomplish your goal(s) for attending CFCC, which of the following describes why you did not achieve that goal(s)?	Non-Completers/Early Leavers			
	1994-95 # & % Responses	1995-96 # & % Responses	1996-97 # & % Responses	1999-00 # & % Responses
Job conflict		4	11	0
New employment		0	2	0
Financial hardship		7	11	6
Family conflict		5	0	3
Joined the military		0	1	0
Child care problems		0	5	0
Medical Problems		0	5	0
Moved to a new area		2	6	1
Lack of interest in pursuing course of study		0	3	1
Dissatisfied with the services offered		0	3	0
Dissatisfied with the quality of instruction		0	2	0
Other		32	7	5

Source: Early Leavers Survey, Student Development

4. GPA After 2 Semesters at a Four-Year Institution

Performance of Transfers to UNC Institutions

Year	# Transfers	Transfers ● Mean GPA	Academic Standing (% of Transfers)				
			Good	Probation	Suspended	Withdrew	Graduated
1994-95	135	2.28	64.4%	3%	26.7%	5.9%	0%
1996-97	208	2.54	61.5%	N/A	N/A	N/A	N/A
1997-98	235	2.62	68.1%	N/A	N/A	N/A	N/A
1998-99	239	2.60	64.9%	N/A	N/A	N/A	N/A

Source: UNC General Administration Report

CFCC Associate Degree recipients Junior year progress from UNC ● s Transfer Student Performance Supplement Report

1995-96

UNC Institution Attended	Number of CFCC Transfers	% Returning Yr. 2		% Returning Yr. 2 & GPA >= 2.0		Average GPA		Average Quality Points Earned	
		UNC Students	CFCC Transfers	UNC Students	CFCC Transfers	UNC Students	CFCC Transfers	UNC Students	CFCC Transfers
ECU	2	88.6	100.0	91.5	100.0	2.9	2.4	73	63
UNC-A	1	94.0	100.0	93.6	****	3.0	****	74	****
UNC-W	28	94.7	85.7	93.6	87.5	2.9	2.5	81	72
UNC AVG.	31	91.1	87.0	91.7	88.8	2.9	2.5	72	70

CFCC Associate Degree recipients Junior year progress from UNC • s Transfer Student Performance Supplement Report

1996-97

UNC Institution Attended	Number of CFCC Transfers	% Returning Yr. 2		% Returning Yr. 2 & GPA \geq 2.0		Average GPA		Average Quality Points Earned	
		UNC Students	CFCC Transfers	UNC Students	CFCC Transfers	UNC Students	CFCC Transfers	UNC Students	CFCC Transfers
ASU	4	93.3	100	96.1	100	3.1	3	85	81
ECU	1	91.1	***	89.4	***	2.9	***	75	***
UNC-CH	4	91.5	75	94.9	100	3.1	2.6	72	72
UNC-G	1	87.0	100	94.4	***	3.0	***	66	***
UNC-P	2	89.0	100	84.0	***	2.8	***	72	***
UNC-W	25	91.9	72	92.6	83.3	2.9	2.6	75	76

Source: Transfer Student Performance Report, Fall 1996, Fall 1997

First-Year UNC Academic Performance of 1996-97 CFCC College Transfer Associate Degree Recipients*

		ASU	ECU	FSU	NCSU	UNC-W	UNC All
# of CFCC Transfers		3	1	1	2	68	75
End of 1st year GPA	CFCC	2.08	1.57	-	1.99	2.41	2.35
	UNC Native Jr.**	2.93	2.77	2.49	2.70	2.90	2.74
English Courses End of 1st year GPA	CFCC	1.50	-	-	2.33	2.60	2.47
	UNC Native Jr.	3.06	2.89	2.50	2.86	3.17	2.83
Math Courses End of 1st year GPA	CFCC	-	2.00	-	1.12	1.20	1.20
	UNC Native Jr.	2.47	1.97	2.53	2.34	2.35	2.21
Foreign Language Courses End of 1st year GPA	CFCC	-	-	-	-	1.27	1.27
	UNC Native Jr.	2.85	1.96	2.00	2.53	2.84	2.50
Natural Sciences Courses End of 1st year GPA	CFCC	0.50	-	-	2.48	1.98	1.97
	UNC Native Jr.	2.38	2.39	1.75	2.66	2.71	2.57
Social Sciences Courses End of 1st year GPA	CFCC	2.48	1.50	-	2.78	2.74	2.71
	UNC Native Jr.	2.85	2.46	2.55	2.77	2.77	2.75
All Other Courses End of 1st year GPA	CFCC	2.29	1.55	-	1.67	2.54	2.46
	UNC Native Jr.	3.00	2.99	2.58	2.68	3.00	2.80
% of Students with End-of-Year GPA \geq 2.00	CFCC	33.3	-	-	50.0	66.2	62.7
	UNC Native Jr.	92.7	88.7	80.4	87.4	93.2	89.0
% of Students with End-of-Year GPA \geq 3.00	CFCC	-	-	-	-	33.8	30.7
	UNC Native Jr.	56.9	51.6	31.8	46.6	56.1	51.6

* College Transfer--Students who entered a UNC institution within 2 years of receiving an AA, AS, or AFA degree.

** UNC Native Junior--Students who had been admitted to the UNC institution as a first-time freshman 2 or 3 years before Fall 1998 and had completed 55-70 semester hours by that time.

Source: UNC General Administration Transfer Student Performance Report

First-Year UNC Academic Performance of 1997-98 CFCC College Transfer Associate Degree Recipients*

		ASU	ECU	ECSU	NCSU	UNC-C	UNC-W	UNC All
# of CFCC Transfers		1	1	1	4	2	68	77
End of 1st year GPA	CFCC	3.75	2.03	3.50	1.91	1.88	2.38	2.39
	UNC Native Jr.**	2.91	2.89	2.57	2.72	2.64	2.84	2.73
English Courses End of 1st year GPA	CFCC	2.70	1.00	4.00	-	-	2.70	2.69
	UNC Native Jr.	2.85	2.89	2.50	2.76	2.75	3.09	2.77
Math Courses End of 1st year GPA	CFCC	-	1.00	3.50	2.67	1.50	1.04	1.16
	UNC Native Jr.	2.66	2.22	2.25	2.38	2.08	2.00	2.24
Foreign Language Courses End of 1st year GPA	CFCC	-	-	3.00	1.07	-	2.29	2.02
	UNC Native Jr.	2.77	2.66	2.58	2.53	2.53	2.73	2.52
Natural Sciences Courses End of 1st year GPA	CFCC	-	2.50	3.13	1.83	1.50	2.25	2.22
	UNC Native Jr.	2.47	2.61	2.37	2.71	2.29	2.60	2.49
Social Sciences Courses End of 1st year GPA	CFCC	-	2.00	3.75	2.29	-	2.52	2.53
	UNC Native Jr.	2.84	2.66	2.66	2.79	2.56	2.81	2.75
All Other Courses End of 1st year GPA	CFCC	3.85	3.00	3.50	1.83	2.00	2.52	2.54
	UNC Native Jr.	2.98	3.05	2.92	2.71	2.73	2.96	2.82
% of Students with End-of-Year GPA=>2.00	CFCC	100.0	100.0	100.0	75.0	50.0	75.0	75.3
	UNC Native Jr.	91.5	91.9	83.3	85.6	83.3	93.3	88.7
% of Students with End-of-Year GPA=>3.00	CFCC	100.0	-	100.0	-	-	38.2	36.4
	UNC Native Jr.	56.2	56.0	40.7	44.5	41.5	53.8	49.3

* College Transfer--Students who entered a UNC institution within 2 years of receiving an AA, AS, or AFA degree.

** UNC Native Junior--Students who had been admitted to the UNC institution as a first-time freshman 2 or 3 years before Fall 1998 and had completed 55-70 semester hours by that time.

Source: UNC General Administration Transfer Student Performance Report

5. Employment Rate:

	<u>Sample Size</u>	<u>Response Rate</u>	<u>*Employed</u>	<u>% Employed</u>
1993-94	No Data			
1994-95	44	25 or 57%	4 employed	100%
			21 continuing education	
1995-96	81	70 or 86%	60 continuing education	100%
			9 employed	
			1 not seeking employment or school	
1996-97	No Data			
1997-98	No Data			
1998-99	No Data			

*Employment status percents are calculated using the number of responses. Includes students in both related and unrelated employment, continuing their education, and/or active duty in the military service.

Source: Graduate Employment Survey, Career and Testing Services

6. Student Satisfaction:

GRADUATES

1994-95	Sample Size 30	Response Rate 15 or 50%
1995-96	Sample Size 82	Response Rate 79 or 96%
1996-97	Sample Size 91	Response Rate 32 or 35%
1997-98	Sample Size 103	Response Rate 32 or 33%
1998-99	Sample Size 136	Response Rate 105 or 77%
1999-00	Sample Size 162	Response Rate 139 or 86%

Level of satisfaction with:	Year	Not Applicable	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
Your Educational Program							
Overall quality of my academic program	94-95	0	8 or 54%	7 or 46%	0	0	0
	95-96	1 or 1%	20 or 25%	49 or 62%	8 or 10%	1 or 1%	0
	96-97	0	17 or 53%	8 or 25%	7 or 22%	0	0
	97-98	0	10 or 32%	18 or 53%	3 or 10%	0	0
	98-99	0	33 or 32%	61 or 59%	9 or 9%	0	0
	99-00	1 or 1%	43 or 32%	84 or 62%	6 or 4%	2 or 1%	0
Overall quality of Cape Fear Community College	94-95	0	9 or 61%	4 or 31%	2 or 8%	0	0
	95-96	0	17 or 22%	43 or 54%	11 or 14%	8 or 10%	0
	96-97	1 or 3 %	14 or 44%	12 or 38%	4 or 12%	1 or 3%	0
	97-98	0	10 or 32%	17 or 55%	3 or 10%	1 or 3%	0
	98-99	0	29 or 28%	55 or 53%	16 or 16%	1 or 1%	2 or 2%
	99-00	0	34 or 25%	81 or 60%	17 or 13%	2 or 1%	2 or 1%
Opportunity to evaluate my instructors	97-98	0	11 or 35%	16 or 52%	4 or 13%	0	0
	98-99	0	36 or 35%	51 or 50%	7 or 7%	9 or 9%	0
	99-00	1 or 1%	43 or 32%	68 or 50%	19 or 14%	3 or 2%	2 or 1%
Quality of classroom materials (handouts, syllabi, etc.)	97-98	0	9 or 29%	20 or 65%	2 or 6%	0	0
	98-99	0	33 or 32%	54 or 52%	12 or 12%	4 or 4%	0
	99-00	0	43 or 32%	84 or 62%	9 or 7%	0	0
Academic advising by the department	97-98	0	3 or 10%	14 or 45%	8 or 26%	5 or 16%	1 or 3%
	98-99	0	28 or 27%	37 or 36%	16 or 16%	13 or 13%	9 or 9%
	99-00	1 or 1%	40 or 29%	57 or 42%	16 or 12%	14 or 10%	8 or 6%
Availability of my advisor	97-98	0	5 or 16%	18 or 58%	2 or 6%	4 or 13	2 or 6%
	98-99	0	33 or 32%	40 or 39%	16 or 16%	10 or 10%	4 or 4%
	99-00	0	46 or 34%	62 or 46%	15 or 11%	9 or 7%	4 or 3%
Classroom equipment	97-98	0	6 or 19%	18 or 58%	3 or 10%	4 or 13%	0
	98-99	0	16 or 16%	56 or 54%	17 or 17%	13 or 13%	0
	99-00	2 or 1%	21 or 15%	86 or 63%	22 or 16%	5 or 4%	0
Laboratory equipment	97-98	2 or 6%	7 or 23%	14 or 45%	5 or 16%	3 or 10%	0
	98-99	9 or 9%	20 or 19%	41 or 40%	19 or 18%	14 or 14%	0
	99-00	10 or 7%	26 or 19%	66 or 49%	29 or 21%	4 or 3%	0

Level of satisfaction with:	Year	Not Applicable	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
Software used in classes	97-98	4 or 13%	6 or 19%	12 or 39%	5 or 16%	4 or 13%	0
	98-99	6 or 6%	22 or 21%	49 or 48%	22 or 21%	4 or 4%	0
	99-00	7 or 5%	30 or 22%	78 or 57%	18 or 13%	2 or 1%	1 or 1%
Student Development Services							
Admissions	97-98	0	10 or 32%	17 or 55%	4 or 13%	0	0
	98-99	1 or 1%	26 or 25%	51 or 50%	17 or 17%	5 or 5%	2 or 2%
	99-00	0	26 or 19%	78 or 57%	18 or 13%	13 or 10%	1 or 1%
Registration	97-98	0	5 or 16%	11 or 35%	7 or 23%	5 or 16%	3 or 10%
	98-99	0	17 or 17%	28 or 27%	18 or 17%	24 or 23%	16 or 16%
	99-00	0	17 or 13%	52 or 38%	24 or 18%	28 or 21%	15 or 11%
Orientation Program (upon entry to CFCC)	97-98	5 or 16%	7 or 23%	15 or 48%	4 or 13%	0	0
	98-99	11 or 11%	22 or 21%	32 or 31%	33 or 32%	5 or 5%	0
	99-00	24 or 18%	16 or 12%	61 or 45%	29 or 21%	4 or 3%	2 or 1%
ASSET Placement	97-98	3 or 10%	6 or 19%	17 or 55%	2 or 6%	1 or 3%	2 or 6%
	98-99	9 or 9%	16 or 16%	42 or 41%	29 or 28%	6 or 6%	1 or 1%
	99-00	20 or 15%	17 or 13%	66 or 49%	29 or 21%	3 or 2%	0
Career and Testing Services	97-98	7 or 23%	6 or 19%	15 or 48%	3 or 10%	0	0
	98-99	24 or 23%	15 or 15%	28 or 27%	34 or 33%	1 or 1%	1 or 1%
	99-00	38 or 28%	12 or 9%	53 or 39%	32 or 24%	1 or 1%	0
Counseling Services	97-98	2 or 6%	7 or 23%	14 or 45%	5 or 16%	1 or 3%	2 or 6%
	98-99	20 or 19%	18 or 17%	30 or 29%	29 or 28%	4 or 4%	2 or 2%
	99-00	28 or 21%	19 or 14%	53 or 40%	24 or 18%	7 or 5%	3 or 2%
Financial Aid Services	97-98	6 or 19%	7 or 23%	14 or 45%	4 or 14%	0	0
	98-99	20 or 19%	23 or 22%	27 or 26%	21 or 20%	6 or 6%	6 or 6%
	99-00	33 or 24%	23 or 17%	48 or 35%	25 or 18%	3 or 2%	4 or 3%
Student Activities	97-98	4 or 13%	6 or 19%	15 or 48%	5 or 16%	1 or 3%	0
	98-99	12 or 12%	12 or 12%	30 or 29%	40 or 39%	6 or 6%	3 or 3%
	99-00	33 or 24%	19 or 14%	45 or 33%	35 or 26%	3 or 2%	0
Student Athletics	97-98	9 or 29%	4 or 13%	8 or 26%	7 or 23%	2 or 6%	1 or 3%
	98-99	29 or 28%	9 or 9%	17 or 17%	36 or 35%	9 or 9%	3 or 3%
	99-00	43 or 32%	8 or 6%	33 or 24%	34 or 25%	10 or 7%	0
Availability of student development staff	97-98	8 or 26%	5 or 16%	13 or 42%	5 or 16%	0	0
	98-99	20 or 20%	17 or 17%	34 or 33%	25 or 25%	5 or 5%	1 or 1%
	99-00	32 or 24%	15 or 11%	47 or 35%	36 or 27%	3 or 2%	1 or 1%
Helpfulness of student development staff	97-98	8 or 26%	7 or 23%	12 or 39%	4 or 13%	0	0
	98-99	20 or 20%	18 or 18%	35 or 34%	24 or 24%	4 or 4%	1 or 1%
	99-00	33 or 24%	16 or 12%	45 or 33%	35 or 26%	5 or 4%	1 or 1%
Other CFCC Services							
Food Services	97-98	2 or 6%	6 or 19%	15 or 48%	4 or 13%	1 or 3%	2 or 6%
	98-99	5 or 5%	17 or 17%	40 or 39%	20 or 19%	16 or 16%	5 or 5%
	99-00	17 or 13%	10 or 7%	56 or 41%	25 or 18%	20 or 15%	8 or 6%

Level of satisfaction with:	Year	Not Applicable	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
Bookstore	97-98	0	6 or 19%	16 or 52%	5 or 16%	1 or 3%	2 or 6%
	98-99	1 or 1%	13 or 13%	37 or 36%	22 or 22%	18 or 18%	11 or 11%
	99-00	1 or 1%	15 or 11%	62 or 46%	22 or 16%	27 or 20%	9 or 7%
Printed information about programs (such as schedules, brochures, catalog, etc.)	97-98	0	10 or 32%	18 or 58%	2 or 6%	1 or 3%	0
	98-99	2 or 2%	21 or 20%	51 or 50%	21 or 20%	7 or 7%	1 or 1%
	99-00	0	30 or 22%	78 or 58%	16 or 12%	10 or 7%	0
Parking	97-98	2 or 6%	2 or 6%	8 or 26%	2 or 6%	4 or 13%	12 or 39%
	98-99	4 or 4%	12 or 12%	20 or 20%	15 or 15%	25 or 25%	26 or 25%
	99-00	3 or 2%	7 or 5%	32 or 24%	15 or 11%	32 or 24%	47 or 35%
Campus Safety/Security	97-98	1 or 3%	4 or 13%	19 or 61%	6 or 19%	0	0
	98-99	1 or 1%	19 or 18%	44 or 43%	21 or 20%	14 or 14%	4 or 4%
	99-00	2 or 1%	25 or 18%	61 or 45%	37 or 27%	8 or 6%	3 or 2%
Overall maintenance of college grounds	97-98	0	8 or 26%	20 or 65%	3 or 10%	0	0
	98-99	0	33 or 32%	55 or 54%	12 or 12%	2 or 2%	0
	99-00	2 or 1%	39 or 29%	83 or 61%	10 or 7%	2 or 1%	0
Overall maintenance of college facilities	97-98	0	5 or 16%	22 or 71%	1 or 3%	2 or 6%	1 or 3%
	98-99	0	28 or 27%	56 or 55%	13 or 13%	4 or 4%	1 or 1%
	99-00	2 or 1%	31 or 23%	82 or 60%	14 or 10%	4 or 3%	3 or 2%
Availability of the business office staff	97-98	0	9 or 29%	19 or 61%	3 or 10%	0	0
	98-99	4 or 4%	23 or 23%	51 or 50%	21 or 21%	3 or 3%	0
	99-00	12 or 9%	22 or 16%	85 or 63%	16 or 12%	1 or 1%	0
Helpfulness of the business office staff	97-98	0	13 or 42%	16 or 52%	2 or 6%	0	0
	98-99	4 or 4%	25 or 24%	48 or 47%	19 or 18%	6 or 6%	1 or 1%
	99-00	13 or 10%	23 or 17%	73 or 54%	19 or 14%	7 or 5%	0
Center for Academic Enhancement (CAE)							
Tutorial assistance	97-98	4 or 13%	15 or 48%	11 or 35%	1 or 3%	0	0
	98-99	14 or 14%	30 or 29%	34 or 33%	23 or 22%	2 or 2%	0
	99-00	26 or 19%	30 or 22%	58 or 43%	17 or 13%	2 or 1%	3 or 2%
Assistance with computers and applications	97-98	1 or 3%	12 or 39%	16 or 52%	2 or 6%	0	0
	98-99	9 or 9%	36 or 35%	41 or 40%	14 or 14%	3 or 3%	0
	99-00	15 or 11%	46 or 34%	55 or 41%	16 or 12%	1 or 1%	2 or 1%
Learning Resources Center (LRC)							
Book collection	97-98	2 or 6%	10 or 32%	15 or 48%	0	3 or 10%	0
	98-99	8 or 8%	21 or 20%	47 or 46%	13 or 13%	1 or 1%	0
	99-00	14 or 11%	23 or 17%	71 or 53%	19 or 14%	4 or 3%	2 or 2%
Availability of staff	97-98	0	12 or 39%	16 or 52%	3 or 10%	0	0
	98-99	5 or 5%	27 or 26%	57 or 55%	10 or 10%	4 or 4%	0
	99-00	7 or 5%	33 or 24%	76 or 56%	17 or 13%	1 or 1%	1 or 1%

ASSOCIATE IN ARTS

ANNUAL PROGRAM REVIEW

Level of satisfaction with:	Year	Not Applicable	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
Helpfulness of staff	97-98	0	11 or 35%	17 or 55%	3 or 10%	0	0
	98-99	5 or 5%	27 or 26%	57 or 55%	10 or 10%	3 or 3%	1 or 1%
	99-00	7 or 5%	32 or 24%	77 or 57%	15 or 11%	1 or 1%	2 or 1%
Hours of operation	97-98	0	10 or 32%	18 or 58%	1 or 3%	1 or 3%	0
	98-99	5 or 5%	27 or 26%	53 or 51%	13 or 13%	4 or 4%	1 or 1%
	99-00	8 or 6%	35 or 26%	72 or 54%	13 or 10%	4 or 3%	2 or 1%
Access to latest research technology	97-98	1 or 3%	6 or 19%	20 or 65%	2 or 6%	0	1 or 3%
	98-99	5 or 5%	20 or 20%	47 or 46%	25 or 25%	2 or 2%	3 or 3%
	99-00	14 or 10%	26 or 19%	75 or 56%	15 or 11%	4 or 3%	0
Audiovisual collection	97-98	4 or 13%	6 or 19%	19 or 61	1 or 3%	0	0
	98-99	23 or 23%	18 or 18%	39 or 39%	19 or 19%	2 or 2%	0
	99-00	26 or 20%	20 or 15%	63 or 48%	18 or 14%	2 or 2%	1 or 1%

Within my degree program or because of my experiences at CFCC, I	Year	Not Applicable	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Acquired a basic knowledge in the humanities, social sciences, natural sciences and mathematics.	97-98	0	16 or 50%	15 or 47%	1 or 3%	0	0
	98-99	1 or 1%	42 or 40%	56 or 54%	2 or 2%	1 or 1%	2 or 2%
	99-00	0	59 or 42%	76 or 55%	3 or 2%	0	1 or 1%
Have skill in the basic use of computers.	97-98	1 or 3%	9 or 28%	14 or 44%	5 or 16%	3 or 9%	0
	98-99	6 or 6%	39 or 38%	47 or 45%	8 or 8%	3 or 3%	1 or 1%
	99-00	2 or 1%	57 or 41%	67 or 48%	7 or 5%	2 or 1%	4 or 3%
Felt academically challenged.	97-98	0	7 or 22%	14 or 44%	10 or 31%	1 or 3%	0
	98-99	1 or 1%	32 or 31%	55 or 53%	11 or 11%	5 or 5%	0
	99-00	2 or 1%	40 or 29%	65 or 47%	19 or 14%	6 or 4%	7 or 5%
Developed the ability to write effectively.	97-98	0	13 or 41%	13 or 41%	6 or 19%	0	0
	98-99	1 or 1%	37 or 36%	52 or 50%	11 or 11%	1 or 1%	2 or 2%
	99-00	6 or 4%	45 or 32%	72 or 52%	14 or 10%	1 or 1%	1 or 1%
Felt adequately prepared for employment or to transfer.	97-98	0	14 or 44%	12 or 38%	6 or 19%	0	0
	98-99	2 or 2%	33 or 32%	58 or 56%	5 or 5%	4 or 4%	2 or 2%
	99-00	0	57 or 41%	68 or 49%	12 or 9%	1 or 1%	1 or 1%
Developed the ability to express myself effectively through speaking.	97-98	1 or 3%	10 or 31%	11 or 34%	8 or 25%	2 or 6%	0
	98-99	1 or 1%	35 or 34%	47 or 45%	13 or 13%	7 or 7%	1 or 1%
	99-00	3 or 2%	38 or 27%	83 or 60%	11 or 8%	3 or 2%	1 or 1%
Felt the technology introduced in my program was up-to-date and current with today's workplace.	97-98	2 or 6%	5 or 16%	11 or 34%	13 or 41%	1 or 3%	0
	98-99	10 or 10%	25 or 24%	49 or 47%	15 or 14%	3 or 3%	2 or 2%
	99-00	6 or 4%	34 or 24%	71 or 51%	22 or 16%	3 or 2%	3 or 2%
Felt the developmental courses I have taken prepared me for college level work.	97-98	9 or 28%	4 or 13%	13 or 41%	6 or 19%	0	0
	98-99	10 or 10%	32 or 31%	48 or 46%	8 or 8%	5 or 5%	1 or 1%
	99-00	8 or 6%	36 or 26%	76 or 55%	13 or 9%	3 or 2%	2 or 1%

Within my degree program or because of my experiences at CFCC, I	Year	Not Applicable	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Would recommend my program of study to others.	97-98	0	13 or 41%	12 or 38%	6 or 19%	1 or 3%	0
	98-99	0	46 or 44%	49 or 47%	7 or 7%	1 or 1%	1 or 1%
	99-00	0	53 or 38%	76 or 55%	8 or 6%	1 or 1%	1 or 1%
Would recommend CFCC to others.	97-98	0	17 or 55%	7 or 23%	5 or 16%	2 or 6%	0
	98-99	0	50 or 49%	42 or 41%	6 or 6%	2 or 2%	2 or 2%
	99-00	0	62 or 47%	58 or 44%	10 or 8%	1 or 1%	1 or 1%

Source: Graduating Student Opinion Survey, Student Development

NON-COMPLETERS/EARLY LEAVERS

1994-95 No Data
 1995-96 Sample Size 150 Response Rate 42 or 28%
 1996-97 Sample Size 184 Response Rate 74 or 40%
 1997-98 No Data Collected
 1998-99 No Data Collected
 1999-00 Sample Size 756 Response Rate 25 or 3%

1995-96 Non-Completers/Early Leavers	Not Applicable	Very Satisfied	Satisfied	Neutral	Unsatisfied	Very Unsatisfied
Overall quality of academic program.	0	23 or 55%	13 or 31%	1 or 2%	5 or 12%	0
Overall quality of the college.	0	23 or 55%	15 or 36%	1 or 2%	3 or 7%	0

1996-97 Non-Completers/Early Leavers	Not Applicable	Very Satisfied	Satisfied	Neutral	Unsatisfied	Very Unsatisfied
Overall quality of academic program.	1 or 2%	21 or 28%	35 or 47%	12 or 16%	5 or 7% %	0
Overall quality of the college.	2 or 3%	18 or 24%	28 or 37%	22 or 31%	4 or 5%	0

1999-00 Non-Completers/Early Leavers	Not Applicable	Very Satisfied	Satisfied	Neutral	Unsatisfied	Very Unsatisfied
Overall quality of academic program.	0	7 or 29%	17 or 71%	0	0	0
Overall quality of the college.	0	7 or 30%	16 or 70%	0	0	0

Source: Early Leavers Survey, Student Development

7. Response To Last Year ● s Annual Program Review:

It is the responsibility of the faculty to use the information in the program review reports for improvement as needed. Lead instructors review the data and respond by generating the strengths, weaknesses, recommendations and action plans outlined below. Program improvement is also documented annually in the curriculum assessment plans which address student outcomes and in the budget proposals which are used to request funds to implement program action plans.

1996-97 Program Plans

Program Strengths:

1. Dedication, cooperation, and diverse talents and expertise of faculty
2. Quality, quantity, and variety of courses

3. Transferability of courses to four-year institutions
4. Commitment of the College President to hire more full-time faculty
5. Participation of faculty in professional development activities
6. Establishment of two ad hoc committees (College Transfer Task Team and the College Transfer) to develop an assessment plan for the division and to address the suspension rate of transfers at UNCW
7. Faculty access to student records, which facilitates the advising process
8. Representation on College Council
9. Common Grading Final in some English courses, to improve assessment

Program Weaknesses:

1. Inadequate classroom and office space
2. Inadequate budget
3. Inadequate technical and secretarial support
4. Heavy dependence on adjunct faculty
5. Inadequate advising system untimely responses to student disciplinary problems or failure to respond to faculty
6. Lost records after they leave the division
7. Need for improved class scheduling with vocational and technical divisions
8. Better coordination of course content in the liberal arts courses, with vocational/technical faculty and business and industry
9. Heavy teaching loads, which limit service to students
10. Lack of a Developmental Program
11. Lack of a writing component to the ASSET placement test

Recommendations: None**Action Plans:**

1. Request for more feedback from UNCW, like articulation workshops and workshops to provide the division with data on our graduates (*Completed*)
2. Regular attendance at College Transfer Coordinators ● Association and Developmental Task Force meetings (*Completed*)
3. Better coordination of course content in general education courses, with vocational/technical faculty and business and industry (*On-going*)
4. Hire more full-time faculty (*On-going*)
5. Secure more office and classroom space (*Carried over to 1997-98*)
6. Implement themes of diversity into some courses (*Completed*)
7. Explore the possibility of having a job fair (Social & Behavioral Sciences Department) (*Dropped*)
8. Provide faculty and secretaries with personal computers and printers (*Partially done*)
9. Establish monthly focus sessions to discuss the art of teaching (*Incomplete*)
10. Regular attendance at the faculty focus group meetings to discuss general education needs for certificate, diploma, and associate degree programs (*On-going*)
11. Abolish the placement of pre-Allied Health students in the College Transfer program (*Carried over to 1997-98*)
12. Establish a profile of college transfer students (*Incomplete; data not gathered*)
13. Develop an associate of science degree program and an associate of fine arts (*Developed an Associate in Science Degree program and will submit to the Curriculum Committee on January 18, 1998*)
14. Schedule more focus group sessions with CFCC transfers to UNCW, to assess the strengths and the lesser strengths of the program (*Revised for 1997-98*)
15. Request faculty to identify ways they have made their courses more rigorous during 1996-97 (*Completed*)
16. Encourage more faculty to receive training in assessing student outcomes (*Completed*)
17. Establish a Fine Arts Department (*Revised for 1997-98*)
18. Review cut-off scores for students taking developmental courses (*Completed*)

1997-98 Program Plans**Program Strengths:**

1. Dedication, cooperation, and diverse talents and expertise of faculty
2. Quality, quantity, and variety of courses
3. The statewide Comprehensive Articulation Agreement, which simplifies the transferability of courses to two-year and four year institutions in North Carolina and requires students to maintain high standards.
4. Commitment of the College President to hire more full-time faculty
5. Participation of faculty in professional development activities
6. Establishment of two ad hoc committees (College Transfer Task Team and the College Transfer) to develop an assessment plan for the division and to address the suspension rate of transfers at UNCW
7. Faculty access to student records, which facilitates the advising process
8. Representation on College Council
9. Common Grading Final in some English courses, to improve assessment, and the incorporation of more writing assignments across the curriculum
10. Conversion to semester system
11. The change in the academic reporting system of transfers, which focuses on the graduates instead of the non-graduates

Program Weaknesses:

1. Inadequate classroom and office space
2. Inadequate budget
3. Inadequate technical and secretarial support
4. Heavy dependence on adjunct faculty
5. Inadequate advising system
6. Lost records after they leave the division
7. Need for improved class scheduling with vocational and technical divisions
8. Inadequate coordination of course content in the liberal arts courses, with vocational/technical faculty and business and industry
9. Heavy teaching loads, which limit service to students
10. Lack of a Developmental Program
11. Lack of a writing and a foreign language component to the ASSET placement test
12. Inability to offer pre-majors because of some faculty credentials

Recommendations:

1. Review space usage, secure more space, reorganize the division to help make workload more equitable, increase instructional support for the division, reduce faculty teaching load, and address other program weaknesses.

Action Plans:

1. Schedule a special articulation workshop between CFCC and UNCW faculty only, to review course syllabi, textbooks, methods of academic assessment, and upcoming changes in UNCW ●s basic studies requirement; schedule an advising session between UNCW ●s assistant director of academic program and CFCC students who will enter UNCW Summer or Spring semester 1998; have faculty representation at the East Carolina University articulation workshop (*Completed; ☐ have faculty representation at the East Carolina University ✕ (Not done because ECU will schedule workshop FY 1998-99)*)
2. Secure more office and classroom space (*Received office space but more is needed; lost classroom space makes scheduling more challenging*)
3. Develop an advising brochure for students (*Postponed*)
4. Purchase more personal computers for adjunct faculty (*Done*)
5. Abolish the placement of pre-Allied Health students in the Associate in Arts Degree program (*Cannot change because the classifications from the state are limited*)

6. Will develop a Fine Arts Degree program once the Department of Community Colleges provides the standards; establish a Fine Arts Department once the program has been approved (*On hold (NCCCS is still developing criteria for the Associate in Fine Arts Degree.)*)
7. Schedule more focus group sessions with CFCC transfers to UNCW, to assess the strengths and the lesser strengths of the program, once UNCW provides the data needed or the North Carolina university system relaxes the ruling on the Buckley Amendment (*Postponed until academic year Fall 1999; UNCW has revised its admissions application so that transfer students may grant their last institution attended, data about their academic performance*)
8. Establish a Humanities Department and a Developmental Department (*Dropped (Was requested in the discussion about reorganization but was not approved)*)
9. Schedule sessions with the instructional area and explain the minimum competencies in reading, writing, math, and oral communication (*Completed*)
10. Address the program weaknesses (a priority) (*Addressed program weaknesses # 12 (inability to offer pre-majors because of some faculty credentials); #3 (inadequate advising system-- only changed the orientation date for new college transfer students; other aspects of the system still inadequate; part of # 1 (secured more office space, but more is needed)*)
11. Increase telecourse offerings

1998-99 Program Plans

Program Strengths:

1. More faculty being certified in developmental education
2. Optional workload for department chairs
3. Writing across the curricula
4. Improved assessment of writing and oral communication competencies
5. Extensive coordination between the Associate in Arts program and UNCW and ECU
6. Participation of thirteen private colleges in the statewide Comprehensive Articulation Agreement
7. Flexible, professional faculty and staff who continue to extend beyond normal assignments and expectations (a ready-to-serve attitude)
8. Compartmentalization of departments
9. Awarding of mini-grants
10. Commitment from the President to hire full-time faculty
11. Recommendations from the statewide Placement Testing Committee

Program Weaknesses:

1. Lack of technical/secretarial support to accommodate growth
2. Insufficient storage, classroom and office space
3. Inadequate advising system during the summer (500 students, 6 advisors, 15-minute advising sessions)
4. Late and inadequate budgets from the state
5. Lack of data for institutional effectiveness
6. Dirty classrooms and offices which lower morale and detract from accomplishments
7. Need for a fine arts department chair because of increased enrollment and pre-majors
8. Inadequate system for maintaining audiovisual equipment in classrooms
9. Heavy dependence on adjunct faculty in some disciplines
10. Delay of paperwork from some areas in the institution
11. Insufficient copiers for the number of users
12. Need for better coordination in scheduling by the vocational and technical chairs

Recommendations: None

Action Plans:

1. Develop Internet courses and increase telecourse offerings
2. Obtain approval to offer eleven pre-majors Fall of 1999
3. Hire more full-time faculty
4. Implement the Associate in Science Degree program Fall of 1998

5. Schedule informal meetings on teaching and learning
6. Acquire more office and classroom space
7. Schedule pre-advising sessions and a UNCW Academic Advising Day, Fall and Spring semesters
8. Receive more training in evaluating faculty and improve the evaluation process
9. Attend a faculty articulation workshop hosted by East Carolina University
10. Receive more training in Power Point
11. Request more copiers
12. Ask the Assistant Vice President to address scheduling concerns

1999-00 Program Plans

Program Strengths:

1. Regular assessment and correction to the full-time/part-time teaching load
2. New courses developed and offered: AST 111, COM 120, and DRA 122
3. Advising enhancements: Quality of faculty advising, based on student surveys; improved changes in the math requirements and development of a new math flow chart; development of a brochure on developmental reading and writing; collaboration with Student Development and other instructional persons in the scheduling of an academic advising session; housing of carousels in every department, making college transfer materials more accessible to faculty and students; and placement of college transfer advising notebooks in the Schwartz Center during preregistration
4. UNCW ● s recognition of the strength of English instructors by seeking an internship agreement
5. Participation of faculty in professional development activities
6. Expanded distance education offerings, which provide more educational access to students (developed and offered three Internet courses: ENG 111, ENG 114, and COM 110)
7. Development of a fast-track developmental course: ENG 111 Bridge Course
8. Implementation of thirteen premajors, which enable students to transfer as juniors in certain majors
9. Annual meetings/contacts with UNC institutions
10. Increase in the number of college transfer students and in the number of graduates (more students benefiting from the statewide Comprehensive Articulation Agreement)
11. Available funds for additional supplies and materials
12. Academic success rate of transfers to senior institutions (CFCC transfers averaging a 2.54 GPA after two semesters at the Systems ● 16 campuses, according to the UNC General Administration)
13. Mentoring roles of full-time faculty to adjunct faculty
14. Purchase of computer math tutorials for the math lab (McLeod Building)
15. Certification of a math instructor as a developmental specialist
16. Art exhibition of student work (April 28, 2000)
17. Strong commitment/dedication of faculty

Program Weaknesses:

1. Heavy dependence on part-time faculty and the shrinking pool of adjunct faculty in some disciplines
2. Teaching load of faculty
3. Inadequate flag system, which a) permits students to enroll in the wrong classes, b) requires students to be placed in another class after the starting date, and c) requires faculty/supervisors to spend much time manually checking the prerequisites of students
4. The need to have a Budget Hearing for new positions before the Fall class schedule is finalized
5. Better communication and coordination of some tasks within the institution
6. Insufficient storage, classroom and office space
7. Dirty offices/classrooms and numerous problems with new/renovated buildings, problems which lower morale, necessitate much time spent on written correspondence to resolve the problems, and distract from accomplishments
8. Inadequate system for maintaining audiovisual equipment in classrooms
9. Increased workload on department chairs
10. The need for a distance education coordinator who can provide adequate training to new distance education faculty and address other issues pertaining to this medium
11. Lack of a permanent academic advising center

Recommendations:

1. Reduce faculty teaching load to five classes
2. Hire a programmer to retrieve data for assessment and to help with flagging for prerequisites
3. Improve internal communication between areas within the college (Consider areas/persons impacted by a message and take time to send or distribute the information to all involved in a timely manner) (Concerns sent from one person to another need to be acknowledged)

Action Plans:

1. Plan for a forum on Conversations About Good Teaching and Learning, an opportunity for full-and part-time faculty to share ideas about classroom issues (*The following are initiatives by the English Department:*
 - a) *The English Department held a retreat and shared ideas for their courses.*
 - b) *All ENG 111 instructors worked in teams to find ways to improve an aspect of teaching in the ENG 111 classroom. Their reports and assignments related to this improvement will be available to all instructors.*
 - c) *Development instructors, full-time and part-time, attend two workshops for developmental instructors.*
 - d) *The faculty collaborated and put employability skills into the English classroom.*
 - e) *Respective instructors also discussed administering the computer competency in the ENG 111 classroom.*
2. Continue assessing the full-time/part-time faculty ratio and request new teaching positions (*The Department Chairs submitted to the Dean rationale for hiring twelve (12) new faculty. This information was presented at the Budget Hearing. As a result, ten faculty, one department chair, and one secretary were hired.*)
3. Invite more admissions representatives from senior institutions to meet with advisors and discuss transfer issues (*The Dean talked to UNC admissions representatives on College Day and received more updates. All UNC institutions were surveyed about basic transfer issues. The following institutions responded to the survey (results housed in each department): UNC-Pembroke, UNC-Wilmington, Western Carolina, North Carolina School of the Arts, UNC-Asheville, North Carolina A&T, UNC-Chapel Hill, UNC-Charlotte, and UNC-Greensboro.*)
4. Discuss the maintenance of classroom AV equipment with Director of LRC (A TV/VCR combo unit was housed in the McLeod Building to accommodate faculty temporarily.)
5. Develop more online courses (ENG 112 and PSY 150) and improve services for distance education students by placing more advising links on the CFCC website (*ENG 112 and PSY 150 were offered as online courses. Because of time constraints, placing more advising links on the website will be a 2001-02 action plan.*)
6. Continue to promote workplace skills in the classroom (*The English Department put employability skills in the English classes.*)
7. Request more storage and office space for the division (*The Humanities/Fine Arts Department is located in S202, a location formerly occupied by Continuing Education.*)
8. Request that a permanent advising center be established (*Because of budget limitations, the President was able to allocate money for an Advisement Center during the summer.*)
9. Provide justification for the establishment of a new department (Humanities/Fine Arts) and for a new department chair (*Justification was provided; the new department has been created, and a new chair was hired.*)
10. Request that the Budget Hearing for new positions be held in January or before the upcoming Fall schedule is completed (*The request was made. The President explained the budget outlook at the IE retreat and the College Council: The enrollment growth may or may not be funded. Institutions had to revert funds, and there was talk about another reversion. The financial forecast prevented CFCC from meeting the January expectation.*)

2000-01 Program Plans**Program Strengths:**

1. Financial support by the President to cover operational costs (Reserve Funds)
2. Creation of the Humanities/Fine Arts Department and the hiring of a new department chair and a secretary
3. Expansion of distance education offerings
4. Acquiring additional office space
5. Addition of new courses in the programs, providing students with more opportunities to explore a potential major
5. Highly trained, well qualified faculty
6. Local agreement with UNCW

7. Increased faculty morale because of higher pay increase in 2000
8. Strong communication ties between faculty members and chairs
9. Low faculty turnover rate
10. Varied in-service and off-campus professional development opportunities
11. Strong, efficient secretarial pool
12. Access to Internet and LRC search capabilities
13. Student assessment initiatives within the program and with UNCW (focus group sessions)
14. Establishment of an ad hoc transfer committee to establish goals for the programs
15. Increase in the number of college transfer graduates
16. Hiring of new faculty, thus improving the full-time/part-time ratio and the advisor/advisee ratio
17. Annual updates from UNC institutions and strong rapport with UNCW and ECU, the major transfer institutions
18. Development and piloting of an academic success course in math and an ENG 111 Bridge course
19. Revision of student evaluation forms in some departments
20. Departmental retreats
21. Team teaching and collaboration of assignments with faculty in other curricula
22. Increased access to Smart cabinets and boards
23. Increased performance opportunities for students in music, drama, art, and poetry reading
24. Mentoring of four interns from UNCW's Critical Literacy graduate program and one UNCW intern in photography
25. Development of an English Department website with links to instructors' website, grammar practice, syllabi, resources for instructors and students, and the English Department handbook
26. Development of a Handbook for Instructors of Developmental Reading and Writing with mission, characteristics of developmental students, approaches to instruction, course outlines, sample syllabi, and sample lesson plans
27. A faculty member's assistance in helping two creative writing students get published

Program Weaknesses:

1. Inability of the North Carolina Community College System to assist the institution to flag prerequisites and help place students in the proper courses
2. Inability to track students
3. Insufficient budget from the state and the allocation of the equipment budget in installments
4. Heavy dependence on part-time faculty and the shrinking pool of adjunct faculty in some disciplines in some disciplines
5. Excessive supervisory demands
6. Lack of sufficient office, storage, and classroom space
7. Heavy teaching load of faculty
8. Lack of a permanent academic advising center
9. The need for a distance education coordinator who can devote more time to all distance education initiatives throughout the school
10. Dirty classrooms
11. Lack of a developmental program
12. Attrition rate in some distance education courses and the need for better screening of students
13. Lack of faculty conference areas for planning and discussion
14. Lack of a foreign language laboratory because of space limitation
15. Lack of portfolio classes for art students
16. Better communication needed between some maintenance personnel and personnel who need assistance
17. Inability of the North Carolina Community College System and the UNC System to help students benefit from the Statewide Comprehensive Agreement

Recommendations:

1. Improve the full-time/part-time ration in certain disciplines
2. Explore the possibility of offering some fine arts premajors

Action Plans:

1. Continue to request new faculty to accommodate enrollment growth

2. Change the distance education orientation date so that students will have an opportunity to enroll in traditional classes
3. Explore ways to improve the “NC” (no credit) rate
4. Seek more office and classroom space
5. Invite more UNC admissions personnel to address CFCC advisors
6. Commence the process of refining the premajors
7. Form an ad hoc committee to assess self-advising for students
8. Create an advising website
9. Produce a play

Source: Dean of Arts and Sciences and Department Chairs