

Approved by College Council January 11, 2006

**Cape Fear Community College
Program Review Process and Timeline
For
Associate in Arts and Associate in Science
(College Transfer)**

Purpose and Overview

The purpose of program review is to ensure the relevancy and currency of Cape Fear Community College curriculum programs.

It is expected that the results of program reviews will be incorporated into departmental and program objectives and the programs will be revised in accordance with the recommendations of the review.

Timeline

Data Collection – Fall Semester

Analysis by Program Review Team – Spring Semester

Preparation of Final Report – Spring Semester

Follow-Up on Recommendations – Annually in Fall Semester until satisfied

CFCC will conduct program reviews on a rotating, five-year cycle. A sufficient number of programs will be reviewed annually to ensure that every curriculum program is reviewed a minimum of once every five years. A calendar will be developed and updated annually indicating programs to be reviewed by year. A program will automatically be reviewed in any and every year that the program enrollment drops below 10 students.

As feasible, programs will be reviewed the academic year prior to their re-accreditation by external agencies. An effort will be made to balance the reviews among the AA, AS, AAS, certificate and diploma programs.

Membership of the Program Review Team

The lead instructor of the program being reviewed will be an ad hoc member of his/her program review team. The reviewing team will have 7 members from the Institutional Effectiveness (IE) Committee including the dean of arts and sciences, the dean of vocational technical education, the director of career and testing services, two instructional department chairs and two members at large. The institutional researcher will serve as an ex officio member. Cross-institutional membership of the review team ensures that the program review process is thorough and objective.

Process

The program review team will review the information provided to them in the program review outline and prior to the program review meeting (see Program Review Outline and Data Collection below). Based on information in the outline, each team member conducts his/her analysis of the strengths and

weaknesses of the program, opportunities for the program and trends that may represent current or future threats to the viability of the program. Team members are also encouraged to conduct interviews with faculty, department chair, dean or students for additional information, if needed.

The instructional dean schedules and conducts the program review team meetings beginning in January. During meetings, members discuss their findings and clarify any issues with the dean, department chair and lead instructor to ensure their complete understanding of program currency, relevance and viability. As appropriate, the review team will generate and agree on a final list of the strengths, weaknesses, opportunities/limitations and recommendations for improvement. Whenever possible, team members should suggest specific strategies for correcting deficiencies.

Once the team completes their work, the dean provides the results of the review to the research office for preparation of the final report.

Program Review Final Report

The review team will evaluate each program and prepare a final report in the following format:

- I. List of Committee Members
- II. Analysis of Results:
 - A. Strengths
 - B. Weaknesses
 - C. Opportunities/Limitations
- III. Committee Recommendations

The team may recommend that the College:

1. Continue program with no recommendations.
2. Continue program with recommendations.
3. Review the program again in the next academic year.
4. Terminate the program.

Preparation and Distribution of the Report

The research office will prepare the final report by the end of the spring semester and forward the report for review and signature to the dean of arts and sciences, department chairs and any others responsible for addressing recommendations. The dean of arts and sciences will then forward the final report to the vice president of instruction. If the program review team recommends terminating the program, the vice president of instruction will indicate concurrence or disagreement and forward the final report to the president for a final decision. Signed copies will be filed in the offices of the dean of arts and sciences, department chairs, and the Institutional Effectiveness Office.

Follow-Up on Recommendations

By September 30 of the fall semester following the review, the department chairs or persons responsible, will send a memorandum to the dean of arts and sciences describing progress on the recommendation(s) and status of completion. It is expected that recommendations will be addressed in annual unit assessment plans and the budget planning process. The department chairs will continue to respond to the dean if recommendations remain outstanding in any year. Responses will indicate the reason action has not been completed and if the recommendation(s) should be modified. The dean will review and accept the response or indicate that further action is warranted.

Program Review Outline and Data Collection:

The review team will be provided the following information as outlined below. The office or person responsible for gathering the information is shown in parenthesis. The information should be given to the research office by November 15 so that the outline can be compiled and copies provided to the review team by January 1.

I. PROGRAM PURPOSE (Dean)

The Associate in Arts and Associate in Science: General Studies Degrees are designed to provide a broad background in the core courses of a liberal arts curriculum and comprises the first two years of a four-year baccalaureate degree. A strong liberal arts background provides students with flexibility in career options.

The Associate in Arts is recommended for students who plan to pursue a Bachelor of Arts Degree in liberal arts discipline but who have not decided their academic major. This program is also recommended for students who have decided their liberal arts major, but CFCC does not offer the premajor in this discipline.

The Associate in Science is recommended for students who plan to pursue a Bachelor of Science Degree in one of the science disciplines or who may be certain or uncertain of their major. Such disciplines require a strong background in mathematics and science.

II. ENROLLMENT/STUDENT PROFILE (Part A. Research Office; Part B. Dean)

- A. Provide enrollment (unduplicated headcount) by year for the last 3 years. Show enrollment by AA and AS. Breakout enrollment by FT/PT, gender, race, residency, new/returning, day/evening, median age, first generation, disability and receiving financial aid. Include enrollment for the "premajors" (if there is one) using the same breakout.

Student Profile Fall Semester 200_				
	Median Age	First Generation	# With Disability	# Receiving Financial Aid
A10100 Associate in Arts-General Studies				
AA Pre-Majors				
A1010A Art Education				
A1010C Business Education & Marketing Education				
A1010D Criminal Justice				
A1010E English				
A1010F English Education				
A1010H History				
A1010K Political Science				
A1010L Psychology				
A1010N Sociology				
A1010O Speech/ Communications				
A1010P Elementary, Middle Grades				
A1010Q Social Work				
A10400 Associate in Science-General Studies				
AS Pre-Major				
A1040E Mathematics				
TOTALS				

Source: Registrar

	# Enrolled
Dual Enrollment	
Huskins Classes	

B. If enrollment is fewer than 10, explain what strategies have been implemented or should be implemented to increase the student population.

III. FTE (Research Office)

Provide program FTE by year for the last 5 years.

	FTE			
A10100				
Associate in Arts-General Studies				
AA Pre-Majors				
A1010A Art Education				
A1010C Business Education & Marketing Education				
A1010D Criminal Justice				
A1010E English				
A1010F English Education				
A1010H History				
A1010K Political Science				
A1010L Psychology				
A1010N Sociology				
A1010O Speech/ Communications				
A1010P Elementary, Middle Grades, Special Education				
A1010Q Social Work				
A10400				
Associate in Science-General Studies				
AS Pre-Major				
A1040E Mathematics				

Source: NCCCS CCRE50609

IV. GRADUATES (Research Office)

Provide history (numbers) of graduates by year by AA, AS.

	Associate in Arts	Associate in Science	# of Graduates w/GPA 2.0-2.9	# of Graduates w/GPA 3.0-4.0
A10100				
Associate in Arts- General Studies				
AA Pre-Majors				
A1010A Art Education				

A1010C Business Education & Marketing Education				
A1010D Criminal Justice				
A1010E English				
A1010F English Education				
A1010H History				
A1010K Political Science				
A1010L Psychology				
A1010N Sociology				
A1010O Speech/ Communications				
A1010P Elementary, Middle Grades, Special Education				
A1010Q Social Work				
A10400 Associate in Science- General Studies				
AS Pre-Major				
A1040E Mathematics				

Average number of semesters it took for students to graduate (*Source: Registrar*):

V. Annual Assessment Plans (Department Chairs, Dean)

Provide copies of the program assessment plans by department for the last three years for review.

VI. Transfer Student Performance Data (Research Office)

Cape Fear Community College has 12 Performance Measures for Student Success coinciding with the North Carolina Community College System's Performance Measures. Of those, the following _____ apply to the College Transfer program:

Source: UNC-GA Transfer Student Performance Report

VII. Developmental Student Performance

Critical Success Factors data.

	Total # Enrolled	# & % Enrolled Developmental Math	# & % Enrolled Developmental English	% Enrolled in Developmental Courses
College Transfer (All Inclusive)				

Source: Research Office

VIII. STAFFING/FACULTY (Department Chairs)

Fall Semester

By Department

English

	# of Faculty	Gender		Race				
		Male	Female	Asian	Black	Hispanic	White	Other
Full Time Faculty								
Part Time Faculty								

What is the ratio of full-time faculty to part time faculty?

Humanities and Fine Arts

	# of Faculty	Gender		Race				
		Male	Female	Asian	Black	Hispanic	White	Other
Full Time Faculty								
Part Time Faculty								

What is the ratio of full-time faculty to part time faculty?

Math/Science/PE

	# of Faculty	Gender		Race				
		Male	Female	Asian	Black	Hispanic	White	Other
Full Time Faculty								
Part Time Faculty								

What is the ratio of full-time faculty to part time faculty?

Social and Behavioral Sciences

	# of Faculty	Gender		Race				
		Male	Female	Asian	Black	Hispanic	White	Other
Full Time Faculty								
Part Time Faculty								

What is the ratio of full-time faculty to part time faculty?

Source: Department Chair

- A. Are vacancies expected due to retirements? Yes No
If yes, please explain.
- B. Do all faculty meet SACS Credential Guidelines? Yes No
If no, please explain.

The instructional dean and department chair will verify that the faculty personnel files have been checked for documentation of credentials.

- C. How are faculty current in their field? List the latest professional development activities for faculty teaching in the program. You may include recognitions, achievements, awards received by faculty and professional memberships.

IX. ARTICULATION WITH TRANSFER COMMITTEES AND SENIOR INSTITUTIONS
(Dean)

- A. List and describe all articulation, collaborative or other such agreements CFCC has with other institutions (secondary or post secondary):
- B. Contact with senior institutions:
List dates of meetings:

Have there been any significant discussions and/or recommendations from meetings that should be addressed? If so, please list.

- C. Statewide College Transfer Advisory Committee:
List dates of meetings.

Have there been any significant discussions and/or recommendations from meetings that should be addressed? If so, please list.

X. CURRICULUM (Department Chairs, Dean)

A. When was the curriculum last revised?

B. Is the curriculum in accordance with NCCCS standards? ___ Yes ___ No
If no, explain.

C. Is curriculum current and relevant? ___ Yes ___ No
If no, explain.

D. Are the hours (SHC) within the maximum and minimum range set by NCCCS?

XI. FACILITIES (Department Chairs, Dean)

Are facilities adequate? ___ Yes ___ No

If no, explain.

XII. EQUIPMENT (Part A. Institutional Development; Parts B and C Department Chairs)

A. Provide equipment expenditures for the program by year.

Source: Vice President of Business Services

B. Is equipment adequate to meet the instructional needs of the program?
___ Yes ___ No

If no, explain.

C. Are there any major equipment expenses outstanding that have not been
addressed? ___ Yes ___ No

If yes, describe.

XIII. SURVEY RESULTS:

A. Currently Enrolled Students (Research Office)

Source: Currently Enrolled Student Survey

B. Graduates (Research Office)

Source: Graduating Student Opinion Survey

C. Faculty Survey (Research Office)

Source: Arts and Sciences Faculty Survey