1. Brief Analysis of the major reason(s) Cape Fear Community College failed to meet the performance standard:

Cape Fear Community College (CFCC) is not certain why the transfer student performance measure was not met. Cape Fear needs university transcript information for individual CFCC transfer students for purposes of analyzing their performance at the four-year institutions in comparison to their performance at Cape Fear. Without this information the college has no basis for determining if reasons for failure to meet the performance standard were related to program quality, student variables, or a combination of both.

The 1998-99 transfer cohort began their program of study at Cape Fear Community College under the quarter system. The college transfer curriculum was different at that time. For example, courses such as the English 101 sequence are no longer offered. The CFCC transfer students following the 1998-99 cohort have benefited from changes implemented under the semester system and we believe these benefits will be evident in the CFCC transfer student performance data reported next year and in years to come.

2. Implementation plan (what steps or activities will you take in order to improve your future performance) and the timeframe to achieve the implementation plan.

What follows is a brief summary of steps Cape Fear Community College has taken or will take to ensure CFCC college transfer students succeed academically.

Curriculum changes made or in progress:

a. As of fall semester 2002, ACA 111—College Student Success is an approved course in every CFCC college transfer program to provide study skills instruction to all college transfer students.
b. As of fall 2002, CFCC refined all college transfer programs to more closely parallel the first two years of the respective University of North Carolina at Wilmington (UNCW) programs.
c. CFCC requires students to score a minimum of 42 on the ASSET placement to show proficiency in reading as a prerequisite for most college transfer courses.

College transfer advising has been strengthened:

a. Currently, CFCC advisors are emphasizing the advantages of the Comprehensive Articulation Agreement to students and encouraging them to obtain an associate degree before transferring. Recent data shows that the numbers of community college associate degree recipients are increasing statewide and are performing better than the students who transfer with fewer hours at a community college. The Comprehensive Articulation Agreement appears to be making a difference in student transfer success.

The following shows the increase in the number of CFCC college transfer graduates since 1996-97:

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</thead>
<tbody>
<tr>
<td>Graduates</td>
<td>1</td>
<td>103</td>
<td>136</td>
<td>167</td>
<td>214</td>
<td>294</td>
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b. The CFCC Dean of Arts and Sciences regularly schedules special group advising sessions for students during the college advisement period prior to pre-registration. Advisors and students are asked to use curriculum worksheets outlining the required and recommended transfer courses.
c. Cape Fear Community College plans to have an online advising website developed by October 2002 to help students self-advise and navigate online advising systems at senior institutions. This is intended to acclimate students to online advising before they transfer since all UNCW advising is done this way.
Initiatives taken to assist Cape Fear students with the transfer process:

a. College Day is scheduled annually on campus to give transfer students the opportunity to speak directly to the admissions personnel from four-year public and private North Carolina colleges.
b. UNCW advising representatives visit the CFCC campus annually to meet with interested students to discuss the transfer process and answer questions.
c. For the past four years, a representative from the UNCW School of Education has addressed the CFCC students enrolled in EDU 116—Introduction to Education to discuss admissions requirements. CFCC collaborated with the UNCW School of Education and benefited from a grant by receiving software that allows CFCC Education pre-majors to practice for the PRAXIS I exam required for teaching.

Initiatives taken to strengthen partnerships and update CFCC faculty on transfer issues:

a. Cape Fear Community College routinely requests transfer updates from the admissions directors and counselors at UNCW and the other UNC institutions annually. CFCC frequently seeks rulings on transfer credits since the four-year institutions treat transfer credit for selected courses differently.
b. Several meetings were held recently between UNCW admissions staff, Dr. Denis Carter, UNCW Associate Vice Chancellor for Planning and Academic Outreach and Co-chair of the State-wide Transfer Advisory Committee, the CFCC Dean of Arts And Sciences and, Department Chairs to discuss the 2002 transfer performance report and CFCC student performance.
c. The CFCC Arts and Sciences Department Chairs and Dean met with Keith Brown, NCCCS Associate Vice President of Planning and Research, August 29, 2002, to gain a better understanding of the performance measures and to recommend changes to the transfer measure.
d. Three Arts and Sciences Department Chairs and the Dean joined the state-wide College Transfer Program Association which is addressing the transfer performance measure.
e. The UNCW Associate Director of Admissions, an academic counselor, and the Associate Director of the General College met with the CFCC college transfer advisors on October 15, 2002 to address transfer issues.
f. The Dean of Arts and Sciences, Department Chairs and the Learning Lab Coordinator attend community college workshops sponsored annually by East Carolina University (ECU) and North Carolina State University (NCSU) to receive transfer updates and discuss issues.
g. As of November 2001, the CFCC Arts and Sciences Dean, Department Chairs and EDU 116 Instructor began receiving the minutes of the East Carolina University Council for Teacher Education to stay abreast of changes in the teacher education program.
h. To stay current with admissions changes and transfer issues, the CFCC transfer faculty receives Carolina Transfer Talk, which is a UNC-Chapel Hill newsletter for community college counselors.

Initiatives to collect data:

a. The CFCC Arts and Sciences Dean and faculty are working with both UNCW and East Carolina University to study the persistence rate of the CFCC transfer students and their eligibility to return to the university. CFCC transfers are being compared to the university native rising sophomores and juniors using university eligibility guidelines. The most recent information received from these two institutions indicates that CFCC transfer students are persisting as well or better than the native students.
b. CFCC has asked UNCW to conduct a focus group session with at least fifteen CFCC graduates who transferred to UNCW fall 2002 using questions developed by CFCC for the purposes of collecting information about their transfer experience and the quality of both UNCW and CFCC programs. UNCW has not established a date for the session.
c. Cape Fear is collaborating with other North Carolina community colleges to contact North Carolina private four-year institutions for performance data on the 2000-2001 transfer cohort. This data is not collected by NCCCS nor included in the annual transfer performance report. This may become a Community College Planning and Research Organization (CCPRO) project.