Program Review Final Report

for

Arts and Sciences

Submitted to

Dr. Eric McKeithan, President (acting as Vice President of Instruction)

by

Program Review Committee Chair:
Orangel Daniels, Dean of Arts and Sciences

Program Review Team:
Kim Lawing, Vice President of Institutional Effectiveness
Orangel Daniels, Dean of Arts and Sciences
Jill Lahnstein, English Department Chair
Steve Holman, Science Department Chair
Jason Chaffin, QEP Director/English Instructor
James Walters, Math Instructor
Patsy Lackey, Administrative Assistant to the VP of Institutional Effectiveness

Signatures:
Department Chairs: [Signatures]
Dean of Arts and Sciences: [Signature]
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Tuesday, June 2, 2009, 2:00 p.m.

I. List of Team Members

Orange I Daniels, Dean of Arts and Sciences  
Kim Lawing, Vice President of Institutional Effectiveness  
Jill Lahnstein, English Department Chair  
Steve Heiman, Science Department Chair  
Jason Chaffin, QEP Director/English Instructor  
James Walters, Math Instructor  
Patsy Lackey, Administrative Assistant to the VP of Institutional Effectiveness

II. Analysis of Results:

A. Strengths

Personnel—Instructors are dedicated, professional, and are involved in numerous professional development activities to stay current in their respective fields.

The Arts and Sciences Division has strong leadership and support from their Dean.

Program enrollment is strong.

The full-time ratio versus part-time ratio for Arts and Sciences faculty is: English 65%:35%, Humanities and Fine Arts 69%:39%, Math/PE 57%:43%, Social and Behavioral Science 61%:39%, and Science 94%:6%. Even though only one of the A&S areas has reached the 75%:25% ratio desired for full-time versus part-time faculty, students receive excellent instruction in their courses.

The program offers a wide variety of course offerings with flexible scheduling which allows students access to pursue their areas of interest.

The program offers a high percentage of distance learning opportunities for improved access. There were 196 sections of Distance Learning courses in Arts & Sciences in fall 2008.

The on-line Associate in Arts: General Studies degree provides improved access and the enrollment in the on-line program increases each year.

CFCC provides students access to cutting-edge technology in some departments.

CFCC’s A&S division has positive rapport with senior institutions such as UNCW, ECU and UNC Chapel Hill.
The statewide articulation agreement with senior institutions (public and private) and the agreement with UNC-W, makes the transfer process for CFCC students more seamless.

Good student support services are provided by the Learning Lab for students who request help as indicated by survey results. 61.3% of currently enrolled students surveyed agreed they were satisfied with the assistance they received in the Learning Lab. 65% of graduates surveyed indicated they were satisfied with the assistance they received in the Learning Lab.

Service Learning has been implemented in some transfer classes and service learning experiences are available for students who are interested. Adding a service learning component to transfer classes helps instill a sense of civic engagement within students. This component affords students an opportunity to apply their classroom learning to real life experiences in their own communities or to those in need. Education becomes more relevant and more practical for students as they see firsthand their impact on people or the communities in need.

Cooperative work experience is offered in every college transfer program, providing students with on-the-job training before graduation.

ACA 122, College Transfer Success, is a transfer course listed in every transfer program, and it helps students improve their test-taking, study, critical thinking, and time-management skills; explore their careers; and research institutions of choice. The course development was a collaboration of Arts and Sciences faculty/staff, Student Development staff, and UNCW/UNC-Greensboro and UNC-Chapel Hill senior admissions staff. UNCW provided a practice essay topic for students’ final assignment. The Critical Success Factor “Passing Rates of Students in Developmental Courses” was met.

On the Graduating Student Opinion Survey, 80% of graduates surveyed indicated they were satisfied with the quality of the program.

On the Currently Enrolled Student Survey, 78.9% of students surveyed indicated they are satisfied with the quality of instruction and the overall program.

B. Weaknesses

Making MAT 140 available to College Transfer students and the full-time/part-time ratio (57:43) of math faculty may be contributing to a deficiency in transfer students' math skills at the university, causing CFCC not to meet the Exceptional Institutional Performance rating for the Critical Success Factor “Performance of College Transfer Students,” which has an impact on funding during years the State appropriates funding for this initiative.
Students showed dissatisfaction with advising on Currently Enrolled Student Survey results.

There is not enough dedicated space for Arts and Sciences classrooms or faculty offices. The Science Department is at a 94% fill rate. The Humanities and Fine Arts Department has to wait until the other departments have completed their schedules and then use what space is left for its classes.

Classrooms need to be better maintained and cleaned. The technology needs to be standardized and better maintained, electrical/electronic cords create a tripping hazard, furniture and chairs need to be returned to the proper classrooms after floors are cleaned.

Developmental English has a high ratio of part-time faculty compared to full-time faculty.

CFCC does not have an exam week to help prepare students for what it will be like at the university level.

CFCC does not offer a reading day in order for students to study for exams.

C. Opportunities/Threats

Budget cuts could jeopardize programs. Some equipment orders have been canceled because of budget constraints. This provides an opportunity for the department to identify critical functions and programs that should take priority in funding decisions and to investigate ways to offer programs and services more efficiently without compromising quality.

The Social and Behavioral Sciences (61%:39%), English (65%:35%), Math and PE (57%:43%), and Humanities & Fine Arts (69%:39%) departments have a less than 75%:25% ratio which is the desired ratio of full-time/part-time faculty.

Student retention is an issue within the program. It is believed that some of the problems are that universities will accept students with 24 credit hours rather than requiring a student to have an Associate Degree. When students transfer without completing their degree, this causes a retention issue for CFCC which affects our “Curriculum Student Retention, Graduation, and Transfer” performance measure. Statistics also indicate that students who transfer without completing the program do not perform as well after transfer to a four-year university. This could have an impact on CFCC’s performance measure regarding college transfer students. That requirement states that “performance of community college transfer students has to be equivalent to the performance of native UNC sophomores and juniors.”

III. Committee Recommendations
The team recommended that CFCC:

Continue program with the following recommendations.

- Dean Daniels will prepare a proposal for addressing advising concerns expressed by students.
- Develop more creative scheduling for improved access. Continue to seek additional space and use current space more efficiently.
- Prepare proposal for an accelerated on-line program.
- Explore the feasibility of an exam week and a reading day.
- Request that CFCC investigate the possibility of developing a maintenance schedule for cleaning/upkeep of classrooms and equipment, as appropriate.
- Because of budget restraints, Arts and Sciences Division should develop a plan for conserving resources. Some ideas for the plan are: provide in-service opportunities for professional development by offering on campus and on-line opportunities and, where appropriate, consider raising class caps to accommodate enrollment growth.
- Developmental English will take measures to improve its full-time/part-time faculty ratio, as it was noted during program review that it currently has a high part-time to full-time faculty ratio. All departments will evaluate the full-time vs. part-time faculty ratio with the goal of achieving a F-T/P-T faculty ratio of 75/25.
- Ask faculty to address retention and document what specific thing(s) they have done to address retention, as well as promote persistence through completion of a degree before transfer.
- Develop an Action Plan regarding the Transfer Student Performance Measure, with an emphasis on math.
- Create a local advisory committee(s) and convene at least once per year to review program issues and seek solutions.
- Investigate need/feasibility of requiring ACA 122 for students placing into 2 or more developmental courses.

The Dean of Arts and Sciences will submit a status and outcomes report annually until all recommendations are addressed/resolved, with the first report due April 1, 2010.

Arts and Sciences is scheduled for Program Review again in 2014.