2021–22 Desktop Audit

Program and Academic Support Services

Coastal Carolina Community College

DESKTOP AUDIT

Thirty-third Edition

Prepared by

Sharon McGinnis

Executive Vice President

Andrea Herrmann

Director, Institutional Effectiveness and Student Success

Mary Carr

Research Technical Coordinator

Jenna Friday

Assistant to the Executive Vice President

CONTENTS

MISSION

As a member of the North Carolina Community College System, Coastal Carolina Community College provides access and opportunities for quality post-secondary education, college transfer, workforce training, and lifelong learning for the civilian and military population of Onslow County. Coastal values academic excellence, learning outcomes, and student success; provides leadership for community cooperation; and actively contributes to the economic development of Onslow County.

Coastal Carolina Community College provides:

- Associate Degrees, Diplomas, and Certificates

- Workforce Development

- Customized Training

- Developmental Education and Basic Skills

- Lifelong Learning

- Personal and Cultural Enrichment

- Student Support Services

- Economic Development

North Carolina Community College System
2022 Performance Measures for Student Success

The Performance Measures for Student Success Report is the North Carolina Community College System's major accountability document. This annual performance report is based on data compiled during the previous year and serves to inform colleges and the public on the performances of our 58 community colleges.

In 1993, the State Board of Community Colleges began monitoring performance data on specific measures to ensure public accountability for programs and services. In 1998, the General Assembly directed the State Board to review past performance measures and define standards to ensure programs and services offered by community colleges in North Carolina were of sufficient quality.

In 2010, a review process was established to ensure the measures and methods for evaluation colleges were current and remained focused on improving student success. Every three years, a committee that is inclusive of college leaders; subject matter experts; and research and assessment professionals is appointed to review the measures and recommend deletions, revisions, and additions. Recommendations from the most recent review were approved in 2021 and this is the final report associated with the most recent set of measures.

The current list of measures includes:

- Basic Skills Student Progress
- Student Success Rate in College-Level English Courses
- Student Success Rate in College-Level Math Courses

- First Year Progression
- Curriculum Student Completion
- Licensure and Certification Passing Rate
- College Transfer Performance

CRITERIA AND OUTCOMES FOR 2022 PERFORMANCE REPORT
PERFORMANCE FUNDING AND ACCOUNTABILITY MEASURES

1. **Basic Skills Student Progress**
   The index score based on the percentage of Basic Skills Periods of Participation (PoP) with a Measurable Skill Gain (MSG) gain during the Basic Skills program year (July 1 – June 30).
   Data Sources: Literacy Education Information System (LEIS) annual data file, Comprehensive Curriculum Student Report, Continuing Education data file
   Excellence Level: 1.348 Baseline: 0.283
   Coastal's performance level: 1.675

2. **Student Success Rate in College-Level English Courses**
   The index score based on the percentage of first-time fall Associate Degree seeking and transfer pathway students passing a credit-bearing English course with a "C" or better within three years.
   Data Sources: Comprehensive Curriculum Student Report, National Student Clearinghouse
   Excellence Level: 1.147 Baseline: 0.747
   Coastal's performance level: 1.170

3. **Student Success Rate in College-Level Math Courses**
   The index score based on the percentage of first-time fall Associate Degree seeking and transfer pathway students passing a credit-bearing Math course with a "C" or better within three years.
   Data Sources: Comprehensive Curriculum Student Report, National Student Clearinghouse
   Excellence Level: 1.192 Baseline: 0.662
   Coastal's performance level: 1.224

4. **First Year Progression**
   The index score based on the percentage of first-time fall credential-seeking curriculum students graduated prior to or enrolled in postsecondary education the subsequent fall semester.
   Data Sources: Comprehensive Curriculum Student Report, Graduation Extract data file, National Student Clearinghouse
   Excellence Level: 1.069 Baseline: 0.872
   Coastal's performance level: 1.041

5. **Curriculum Completion**
   The index score based on the percentage of first-time fall credential-seeking curriculum students who graduate, transfer, or are enrolled during the fourth academic year with 42 successfully completed non-developmental hours.
   Data Sources: Comprehensive Curriculum Student Report, Graduation Extract data file, National Student Clearinghouse
   Excellence Level: 1.094 Baseline: 0.853
   Coastal's performance level: 1.105

6. **Licensure and Certification Passing Rate**
   The index score based on the percentage of first-time test-takers passing licensure and certification exams within each exam. Exams included in this measure are state mandated exams which candidates must pass before becoming active practitioners.
   Data Sources: The number of first-time test-takers and the number passing were provided to the System Office by agencies issuing the license or certification.
   Excellence Level: 1.073 Baseline: 0.800
   Coastal's performance level: 1.046

7. **College Transfer Performance**
   The index score based on the percentage of community college students (Associate Degree completers and those who have completed 30 or more articulated transfer credits) transferring at a four-year university or college during the fall semester who remain enrolled at any four-year university or college the subsequent fall semester or graduate prior to.
   Data Sources: Comprehensive Curriculum Student Report, Graduation Extract data file, National Student Clearinghouse
   Excellence Level: 1.024 Baseline: 0.922
   Coastal's performance level: 1.001

In the 2022 Performance Measures for Student Success report, Coastal Carolina Community College met and/or exceeded all state mandated performance measures.

INSTITUTIONAL EFFECTIVENESS

What is Institutional Effectiveness?

According to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), institutional effectiveness is the systematic, explicit, and documented process of measuring performance against mission in all aspects of an institution.

Coastal Carolina Community College's institutional effectiveness process is an ongoing, College-wide process of planning and outcomes assessment for the purpose of documenting that the College is achieving its mission and goals.

Institutional effectiveness essentially involves four major questions. The first question focuses on the College's mission: "What is our purpose?" The second is stated in the vision: "What do we want to become?" The four themes of the College's Strategic Plan provide the answer to the third question: "How will we get there?" The fourth question is a result of assessment as documented in the Desktop Audit: "How well is Coastal doing its job in order to fulfill its mission?"

Institutional effectiveness involves a minimum of four steps:
1. Establishing a clearly defined mission or purpose;
2. Formulating educational goals consistent with the mission and strategic plan;
3. Developing and implementing procedures to evaluate the extent to which goals have been achieved; and
4. Using the results of evaluations to improve programs and services.

As guided by the Southern Association of Colleges and Schools Commission on Colleges, the institutional planning and effectiveness process is linked to decision-making at all levels and provides for budgetary decisions and resource allocation.

The Institutional Effectiveness Model depicts the essential components of the College's planning and assessment process.
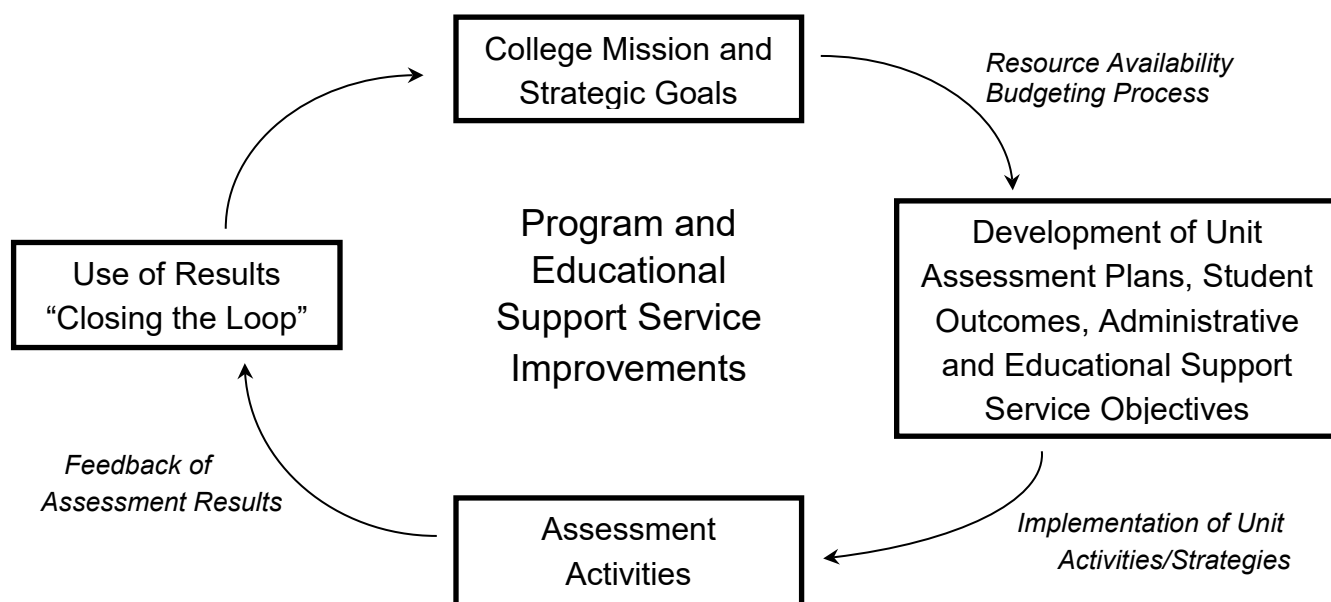
Why is Institutional Effectiveness Important?

Over the past decade, colleges have come under increasing scrutiny by legislative bodies, accrediting agencies, and the public in general. All of these groups are demanding more accountability on the part of individual colleges.

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) has played a critical role in adopting requirements for all institutions that it accredits to engage in systematic inclusive planning. Institutional planning is a Core Requirement as stated in Section 7 of the *Principles of Accreditation: Foundations for Quality Enhancement:*

> 7.1 The institution engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes that (a) focus on institutional quality and effectiveness and (b) incorporate a systematic review of institutional goals and outcomes consistent with its mission. (Institutional Planning) [CR]

Moreover, SACSCOC emphasizes student achievement as stated in Section 8 of the *Principles of Accreditation:*

> 8.1 The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success. (Student Achievement) [CR]

Demonstrating institutional effectiveness takes on special significance for community colleges. Community colleges typically have a broader mission than four-year colleges and universities. In addition to traditional freshman/sophomore level coursework, community colleges provide two-year career training, occupational retraining, developmental coursework, continuing education, courses for special populations, and business and industry training.

Community college students also differ from traditional college students. They are more diverse in terms of their age, backgrounds, preparation, and educational objectives than their four-year college/university counterparts. Therefore, the measures of institutional effectiveness must be applicable to community college student outcomes.

Institutional effectiveness is a primary consideration at colleges throughout the southern states. The concept of accountability and performance-based funding for colleges is gaining momentum and has been implemented to varying degrees in a number of states. The North Carolina Community College System made a step in this direction with the implementation of the Performance Measures for Student Success.

While meeting the requirements of external bodies underscores the importance of institutional effectiveness, the internal applications are even more important. Institutional effectiveness provides a mechanism whereby the College can assess and continuously improve its programs and administrative and educational support services. This enables the College to better serve and meet the needs of its students and other stakeholders. Simply stated, institutional effectiveness ensures the academic quality and accountability of the institution.

Coastal Carolina Community College has implemented a comprehensive institutional effectiveness assessment model. The Desktop Audit is the major component of Coastal's institutional effectiveness model. The model is comprised of a number of components and assesses the effectiveness of all aspects of College programs and services including curriculum and continuing education instruction as well as administrative and educational support services.

Who is Responsible for Institutional Effectiveness?

Without question, institutional effectiveness is the responsibility of all faculty and staff of the College. At Coastal Carolina Community College, the Institutional Effectiveness and Student Success Office coordinates the planning, goal setting, and assessment activities of the College. Planning, budgeting, assessment, and continuous improvement activities occur within the various planning units of the institution, and the results are captured and summarized in the annual Desktop Audit program and services review sessions.

Program review has been an integral component of the institutional efforts at North Carolina community colleges since the late 1980s. In addition to its obvious appeal as a tool for internal assessment efforts, program review is also viewed as a key instrument for meeting the requirements of program accrediting bodies, the Southern Association of Colleges and Schools Commission on Colleges, and the North Carolina Community College System Office.

Until 1989, there were no official System Office mandates concerning program review; however, in February of that year, a task force recommended to the State Board of Community Colleges the following policy for adoption.

Each college shall monitor the quality and viability of each of its curriculum programs. Each program shall be reviewed at least once every five years with regard to the achievement of its stated purpose, quality of instruction, curriculum design, cost, student outcomes, and contributions to the overall mission of the college. Summary reports of these reviews shall be transmitted to the System President.

The State Board adopted this policy on October 12, 1989. This initial policy was intentionally broad and did not require a precise approach to program review.

In 1993, the North Carolina General Assembly adopted provisions (S.L. 1993-321, Sections 109 and 119) which necessitated significant changes in the program review process. The State Board charged the Program Review and Accountability Task Force with devising a new review process and to set standards programs must meet. The changes recommended by the task force were adopted by the State Board in September 1993. This new process was highly prescribed and became known as the Annual Program Review. It was based upon Coastal Carolina Community College's Desktop Audit.

State Board of Community College Code, 1B SBCCC 400.3 addresses Program Review as follows:

> 1B SBCCC 400.3   Program Review
>
> Colleges shall monitor the quality and viability of all of its programs and services. Colleges shall review each curriculum program, each program area within continuing education, and their Basic Skills programs at least every five years to determine program strengths and weaknesses and to identify areas for program improvement. The program review process shall be consistent with the requirements of the regional accrediting agency.

At Coastal, the annual program review, the Desktop Audit, remains a significant tool in evaluating student learning outcomes and in documenting institutional effectiveness. The Desktop Audit is the centerpiece of institutional effectiveness which reviews curriculum and continuing education instructional programs and administrative and educational support services annually.

THE DESKTOP AUDIT

The "Desktop Audit" is an annual assessment and evaluation of all instructional programs and administrative and educational support services at Coastal Carolina Community College. The Desktop Audit annually facilitates institutional planning, program assessment, program maintenance, program improvement and program accountability. The Desktop Audit is designed to provide the data and analysis necessary for decision making while causing minimum interruption of current operations. The process is planned to achieve the following goals:

1. Provide a systematic process for studying the viability of instructional programs.

2. Provide continual (broad-based) feedback to and from instructors on assessment measurements, using "benchmarks" to enhance program planning and decision-making efforts.

3. Provide the framework for institutional effectiveness as established by SACSCOC in Core Requirement "CR" 7.1.

4. Organize internally collected data to allow trend analyses (5 yr.).

5. Provide a process for linking budget development and resource allocations with the planning process.

6. Compare stated objectives with outcomes as reported by employers and graduates.

7. Identify instructional programs where some corrective action is needed and utilize the information for continuous improvement.

SUMMARY OF TOTAL COLLEGE

Annual FTE

CURRICULUM				
	Actual Reported	2-Year Average	Higher Year Allotment	Budgeted
2021-22	3,271	3,319	3,467	3,466
2020-21	3,367	3,467	3,624	3,818
2019-20	3,566	3,624	3,763	3,763
2018-19	3,682	3,763	3,844	3,845
2017-18	3,843	3,844	3,951	3,955
2016-17	3,845	3,951	4,057	4,064

OCCUPATIONAL EXTENSION				
	Actual Reported	2-Year Average	Higher Year Allotment	Budgeted
2021-22	633	618	617	617
2020-21	602	617	632	644
2019-20	632	607	582	608
2018-19	582	528	497	669
2017-18	473 (634)[1]	497	524	524
2016-17	521	524	533	533

BASIC SKILLS				
	Actual Reported	2-Year Average	Higher Year Allotment	Budgeted
2021-22	175	159	166	166
2020-21	143	166	191	221
2019-20	189	191	192	207
2018-19	192	176	160	214
2017-18	160 (222)[1]	155	149	148
2016-17	149	147	146	146

CURRICULUM, OCCUPATIONAL EXTENSION, AND BASIC SKILLS

TOTAL BUDGETED	
2021-22	4,249
2020-21	4,683
2019-20	4,578
2018-19	4,728
2017-18	4,627
2016-17	4,743

[1] *In 2018-19, the FTE divisor for OE and Basic Skills was 512 instead of 688.*

Graduates

Year	Curriculum[1]	Adult High School	HSE Diplomas
2021-22	1,150	6	20
2020-21	1,148	16	26
2019-20	1,156	10	35
2018-19	1,213	15	75
2017-18	1,250	15	63

[1]Early Childhood Associate and Health & Fitness Science is included in this total, but is not included in a division summary.

Successful Placement

Associate in Applied Science, Diploma, Certificate 502 **Graduates,** *Does not include College Transfer*

2021-22	216
2020-21	246
2019-20	281
2018-19	370
2017-18	327

Employer Satisfaction

(60% Response Rate)

	Voc/Tech Skills	Communication Skills	Math Skills	Decision Making	Work Habits	Future Hiring
2021-22	4.03	4.00	4.09	4.00	3.90	100% Yes
2020-21	4.41	4.40	4.21	4.29	4.50	100% Yes
2019-20	4.60	4.55	4.56	4.64	4.77	100% Yes
2018-19	4.29	4.33	4.27	4.34	4.53	98% Yes
2017-18	4.28	4.36	4.39	4.29	4.69	99% Yes

Certification/Licensure Passing Rate

	# Tested	1st time # Passed	Total
2021-22*	181	158	87%
2020-21*	150	132	88%
2019-20*	182	164	90%
2018-19*	184	169	92%
2017-18*	191	164	86%

*Does not include Dental Assisting.

Fall Enrollment Unduplicated Headcount

	Colleague	IPEDS*
2021	3,667	3,611
2020	3,641	3,571
2019	3,856	3,797
2018	3,977	3,864
2017	4,133	4,030

*IPEDs enrollment is calculated on Oct. 15.

CURRICULUM PROGRAM REVIEW
TIME TABLE

CURRICULUM	COMPLETED				
	21/22	20/21	19/20	18/19	17/18
College Transfer	X	X	X	X	X
Accounting and Finance	X	X	X	X	X
Air Cond./Htg/Refrig. Technology	X	X	X	X	X
Architectural Technology	X	X	X	X	X
Associate Degree Nursing	X	X	X	X	X
Automotive Systems Technology	X	X	X	X	X
Basic Law Enforcement	X	X	X	X	X
Business Administration/Entrepreneurship	X	X	X	X	X
Collision Repair/Refinishing Tech.	X	X	X	X	X
Computer Programming & Development	X	X	X	X	X
Cosmetology	X	X	X	X	X
Criminal Justice Technology	X	X	X	X	X
Culinary Arts	X	X	X	X	X
Dental Assisting	X	X	X	X	X
Dental Hygiene	X	X	X	X	X
Diesel and Heavy Equipment Tech.	X	X	X	X	X
Early Childhood Education	X	X	X	X	X
Electronics Engineering Tech.	X	X	X	X	X
Electrical Systems Technology	X	X	X	X	X
Emergency Management	X	X	X	X	X
Emergency Medical Science	X	X	X	X	X
Financial Services	--	--	--	--	X
Fire Protection Technology	X	X	X	X	X
Health and Fitness Science	X	X	X	X	X
Hospitality Management	X	X	X	X	X
Information Systems	X	X	X	X	X
Manicuring/Nail Technology	--	--	--	--	X
Medical Laboratory Technology	X	X	X	X	X
Medical Office Administration	X	X	X	X	X
Network Management	X	X	X	X	X
Office Administration	X	X	X	X	X
Paralegal Technology	X	X	X	X	X
Practical Nursing	X	X	X	X	X
Surgical Technology	X	X	X	X	X
Systems Security	X	X	X	--	--
Welding Technology	X	X	X	X	X

	COMPLETED				
	21/22	20/21	19/20	18/19	17/18
Distance Education	X	X	X	X	X
TOTAL	100%	100%	100%	100%	100%

CONTINUING EDUCATION, ADMINISTRATIVE PROCESSES, and SUPPORT SERVICES REVIEW TIME TABLE

	COMPLETED				
	21/22	20/21	19/20	18/19	17/18
CONTINUING EDUCATION	X	X	X	X	X
SUPPORT SERVICES					
Administrative Services	X	X	X	X	X
Business Services	X	X	X	X	X
Information Systems	X	X	X	X	X
Institutional Effectiveness	X	X	X	X	X
Learning Resources Center	X	X	X	X	X
Marketing/PIO/Foundation	X	X	X	X	X
Public Service	X	X	X	X	X
Student Services	X	X	X	X	X
TOTAL	100%	100%	100%	100%	100%

CONTACT HOURS TAUGHT BY ADJUNCT FACULTY

All Divisions

Department	Summer 21		Fall 21		Spring 22		Yearly		
	Total Contact Hrs	Hrs Taught By Adjunct	Total Contact Hrs	Hrs Taught By Adjunct	Total Contact Hrs	Hrs Taught By Adjunct	Total Contact Hrs	Hrs Taught By Adjunct	% Hrs Taught By Adjunct
English	126	15	309	69	300	66	735	150	20.41%
Math	142	38	327	71	290	59	759	168	22.13%
Humanities/Fine Arts	141	21	379	94	374	91	894	206	23.04%
Social/Behavl Sci/Applied Serv	165	51	401	154	416	163	982	368	37.47%
Natural Science	330.6	116.8	380	94	356	111	1066.60	321.80	30.17%
Business/Legal Service	289.64	42.34	634	185.50	720	213.50	1643.64	441.34	26.85%
Industrial/Applied Tech	222.4	0	210	16	226	3	658.40	19	2.89%
Nurs/Allied Health/Dental	272.05	74	472.85	50.25	503.25	128	1248.15	252.25	20.21%
Grand Total	**1688.69**	**358.14**	**3112.85**	**733.75**	**3185.25**	**834.50**	**7986.79**	**1926.39**	**24.12%**

~ Information is being included in Desktop Audit Data in order to reinforce staffing needs.
~ Highlighted boxes indicate a percentage taught by adjunct higher than the college's benchmark of forty percent (40%).
~ Percentage of courses taught by adjunct faculty was calculated using **contact** hours.

English

Department	Summer 21				Fall 21				Spring 22				AVG FOR YEAR
	# of Full-time Instructors	Total Contact Hrs	Hrs Taught By Adjunct	% Taught by Adjunct	# of Full-time Instructors	Total Contact Hrs	Hrs Taught By Adjunct	% Taught by Adjunct	# of Full-time Instructors	Total Contact Hrs	Hrs Taught By Adjunct	% Taught by Adjunct	
ENG	12.00	108	12	11.11%	15.00	246	48	19.51%	15.00	252	54	21.43%	18.81%
002/011	4.00	18	3	16.67%	8.00	63	21	33.33%	6.00	48	12	25.00%	27.91%
Sub Total	*16.00*	*126*	*15*	*11.90%*	*23.00*	*309*	*69*	*22.33%*	*21.00*	*300*	*66*	*22.00%*	*20.41%*

~ Information is being included in Desktop Audit Data in order to reinforce staffing needs.

~ Highlighted boxes indicate a percentage taught by adjunct higher than the college's benchmark of forty percent (40%).

~ Percentage of courses taught by adjunct faculty was calculated using **contact** hours.

Math

Department	Summer 21				Fall 21				Spring 22				AVG FOR YEAR
	# of Full-time Instructors	Total Contact Hrs	Hrs Taught By Adjunct	% Taught by Adjunct	# of Full-time Instructors	Total Contact Hrs	Hrs Taught By Adjunct	% Taught by Adjunct	# of Full-time Instructors	Total Contact Hrs	Hrs Taught By Adjunct	% Taught by Adjunct	
Math	9.60	142	38	26.76%	12.84	327	71	21.71%	12.83	290	59	20.34%	22.13%
Sub Total	*9.60*	*142.00*	*38.00*	*26.76%*	*12.84*	*327.00*	*71.00*	*21.71%*	*12.83*	*290.00*	*59.00*	*20.34%*	*22.13%*

~ Information is being included in Desktop Audit Data in order to reinforce staffing needs.

~ Highlighted boxes indicate a percentage taught by adjunct higher than the college's benchmark of forty percent (40%).

~ Percentage of courses taught by adjunct faculty was calculated using **contact** hours.

Humanities and Fine Arts

Department	Summer 21				Fall 21				Spring 22				AVG FOR YEAR
	# of Full-time Instructors	Total Contact Hrs	Hrs Taught By Adjunct	% Taught by Adjunct	# of Full-time Instructors	Total Contact Hrs	Hrs Taught By Adjunct	% Taught by Adjunct	# of Full-time Instructors	Total Contact Hrs	Hrs Taught By Adjunct	% Taught by Adjunct	
ART	2.00	18	6	33.33%	3.00	93	27	29.03%	3.00	93	27	29.03%	29.41%
COM	3.00	45	9	20.00%	3.00	102	48	47.06%	3.00	102	42	41.18%	39.76%
DRA	1.00	9	0	0.00%	1.00	21	0	0.00%	1.00	23	0	0.00%	0.00%
FRE	0.00	0	0	0.00%	0.00	0	0	0.00%	0.00	0	0	0.00%	0.00%
HUM	1.00	3	0	0.00%	1.00	9	0	0.00%	1.00	9	0	0.00%	0.00%
MUS	2.00	15	0	0.00%	3.00	64	13	20.31%	3.00	60	16	26.67%	20.86%
PHI	2.00	18	0	0.00%	2.00	27	0	0.00%	2.00	27	0	0.00%	0.00%
REL	1.00	9	0	0.00%	1.00	6	0	0.00%	1.00	6	0	0.00%	0.00%
SPA	2.00	24	6	25.00%	3.00	57	6	10.53%	3.00	54	6	11.11%	13.33%
Sub Total	*14.00*	*141*	*21*	*14.89%*	*17.00*	*379*	*94*	*24.80%*	*17.00*	*374*	*91*	*24.33%*	*23.04%*

~ Information is being included in Desktop Audit Data in order to reinforce staffing needs.

~ Highlighted boxes indicate a percentage taught by adjunct higher than the college's benchmark of forty percent (40%).

~ Percentage of courses taught by adjunct faculty was calculated using **contact** hours.

CONTACT HOURS TAUGHT BY ADJUNCT FACULTY continued

Social and Behavioral Sciences

Department	Summer 21				Fall 21				Spring 22				AVG FOR YEAR
	# of Full-time Instructors	Total Contact Hrs	Hrs Taught By Adjunct	% Taught by Adjunct	# of Full-time Instructors	Total Contact Hrs	Hrs Taught By Adjunct	% Taught by Adjunct	# of Full-time Instructors	Total Contact Hrs	Hrs Taught By Adjunct	% Taught by Adjunct	
ECO	0.00	6	6	100.00%	1.20	18	0	0.00%	1.20	21	0	0.00%	13.33%
EDU	1.00	13	9	69.23%	1.00	41	26	63.41%	1.20	36	15	41.67%	55.56%
GEO	0.00	3	3	100.00%	0.00	6	6	100.00%	0.00	3	3	100.00%	100.00%
Health/PE	2.00	26	6	23.08%	1.56	53	24	45.28%	1.33	64	39	60.94%	48.25%
HFS	0.00	0	0	0.00%	0.44	13	5	38.46%	0.67	16	4	25.00%	31.03%
HIS	2.00	30	9	30.00%	3.20	81	30	37.04%	3.20	75	27	36.00%	35.48%
POL	1.00	9	0	0.00%	1.00	27	12	44.44%	1.00	24	9	37.50%	35.00%
PSY	4.00	51	9	17.65%	4.40	96	30	31.25%	3.50	108	51	47.22%	35.29%
SOC	2.00	27	9	33.33%	2.60	63	18	28.57%	3.50	66	12	18.18%	25.00%
SWK	0.00	0	0	0.00%	0.00	3	3	100.00%	0.00	3	3	100.00%	100.00%
Sub Total	**12.00**	**165.00**	**51.00**	**30.91%**	**15.40**	**401.00**	**154.00**	**38.40%**	**15.60**	**416.00**	**163.00**	**39.18%**	**37.47%**

~ Information is being included in Desktop Audit Data in order to reinforce staffing needs.

~ Highlighted boxes indicate a percentage taught by adjunct higher than the college's benchmark of forty percent (40%).

~ Percentage of courses taught by adjunct faculty was calculated using **contact** hours.

Natural Science Division

Department	Summer 21				Fall 21				Spring 22				AVG FOR YEAR
	# of Full-time Instructors	Total Contact Hrs	Hrs Taught By Adjunct	% Taught by Adjunct	# of Full-time Instructors	Total Contact Hrs	Hrs Taught By Adjunct	% Taught by Adjunct	# of Full-time Instructors	Total Contact Hrs	Hrs Taught By Adjunct	% Taught by Adjunct	
BIO	8.00	230.4	105.6	45.83%	9.00	245	82	33.47%	8.00	236	103	43.64%	40.85%
CHM	3.00	58.2	11.2	19.24%	4.00	94	12	12.77%	3.00	73	8	10.96%	13.85%
GEL	1.00	24	0	0.00%	1.00	25	0	0.00%	1.00	25	0	0.00%	0.00%
PHY	1.00	18	0	0.00%	1.00	16	0	0.00%	1.00	22	0	0.00%	0.00%
Sub Total	*13.00*	*330.6*	*116.8*	*35.33%*	*15.00*	*380*	*94*	*24.74%*	*13.00*	*356*	*111*	*31.18%*	*30.17%*

xx

~ Information is being included in Desktop Audit Data in order to reinforce staffing needs.

~ Highlighted boxes indicate a percentage taught by adjunct higher than the college's benchmark of forty percent (40%).

~ Percentage of courses taught by adjunct faculty was calculated using **contact** hours.

CONTACT HOURS TAUGHT BY ADJUNCT FACULTY continued

Business Technology / Legal Services Division

Department	Summer 21				Fall 21				Spring 22				AVG FOR YEAR
	# of Full-time Instructors	Total Contact Hrs	Hrs Taught By Adjunct	% Taught by Adjunct	# of Full-time Instructors	Total Credit Hrs	Hrs Taught By Adjunct	% Taught by Adjunct	# of Full-time Instructors	Total Credit Hrs	Hrs Taught By Adjunct	% Taught by Adjunct	
ACC	1.96	15	5	33.33%	1.50	44	5	11.36%	1.96	57	4	7.02%	12.07%
BLET	1.00	0	0	0.00%	1.00	40	32	80.00%	1.00	40	32	80.00%	80.00%
BAF/BUS/INS/MKT/COE	1.24	16	0	0.00%	1.60	36	0	0.00%	1.24	37	5	13.51%	5.62%
CIS/CTS/DBA/NET/NOS	5.55	71	4	5.63%	5.80	162	32	19.75%	5.55	209	67	32.06%	23.30%
CJC/CCT	2.00	31	7	22.58%	2.00	55	18	32.73%	2.00	51	13	25.49%	27.74%
COS	4.00	69.44	26.34	37.93%	4.00	123	50.5	41.06%	4.00	143	46.5	32.52%	36.77%
CSC/SGD	1.00	15	0	0.00%	1.00	20	0	0.00%	1.00	20	5	25.00%	9.09%
CUL	1.00	19.2	0	0.00%	1.00	31	9	29.03%	1.00	36	18	50.00%	31.32%
HRM	1.20	7	0	0.00%	1.30	16	0	0.00%	1.40	21	0	0.00%	0.00%
ITN/WEB	0.00	0	0	0.00%	0.00	0	0	0.00%	0.00	0	0	0.00%	0.00%
LEX/COE	1.00	15	0	0.00%	0.07	51	39	76.47%	0.07	36	23	63.89%	60.78%
MED/OST	3.00	31	0	0.00%	2.80	52	0	0.00%	3.00	57	0	0.00%	0.00%
SEC	1.00	0	0	0.00%	0.20	4	0	0.00%	0.53	13	0	0.00%	0.00%
Sub Total	*23.95*	*289.64*	*42.34*	*14.62%*	*22.27*	*634*	*185.5*	*29.26%*	*22.75*	*720*	*213.5*	*29.65%*	*26.85%*

~ Information is being included in Desktop Audit Data in order to reinforce staffing needs.

~ Highlighted boxes indicate a percentage taught by adjunct higher than the college's benchmark of forty percent (40%).

Industrial and Applied Technology Division

Department	Summer 21				Fall 21				Spring 22				AVG FOR YEAR
	# of Full-time Instructors	Total Contact Hrs	Hrs Taught By Adjunct	% Taught by Adjunct	# of Full-time Instructors	Total Contact Hrs	Hrs Taught By Adjunct	% Taught by Adjunct	# of Full-time Instructors	Total Contact Hrs	Hrs Taught By Adjunct	% Taught by Adjunct	
AHR	1.00	22.4	0	0.00%	1.00	29	0	0.00%	1.00	28	0	0.00%	0.00%
ARC	1.00	25.6	0	0.00%	1.00	42	16	38.10%	1.00	35	0	0.00%	15.59%
AUB	1.00	25.6	0	0.00%	1.00	21	0	0.00%	1.00	26	0	0.00%	0.00%
AUT	1.00	27.2	0	0.00%	1.00	21	0	0.00%	1.00	26	0	0.00%	0.00%
ELC	1.00	27.2	0	0.00%	1.00	22	0	0.00%	1.00	23	0	0.00%	0.00%
ELN	1.00	25.6	0	0.00%	1.00	19	0	0.00%	1.00	31	0	0.00%	0.00%
FIP/EPT	3.00	14.4	0	0.00%	3.00	32	0	0.00%	3.00	34	3	8.82%	3.73%
HET	1.00	25.6	0	0.00%	0.00	0	0	#DIV/0!	0.00	0	0	#DIV/0!	0.00%
WLD	1.00	28.8	0	0.00%	1.00	24	0	0.00%	1.00	23	0	0.00%	0.00%
Sub Total	*11.00*	*222.4*	*0*	*0.00%*	*10.00*	*210*	*16*	*7.62%*	*10.00*	*226*	*3*	*1.33%*	*2.89%*

~ Information is being included in Desktop Audit Data in order to reinforce staffing needs.

~ Highlighted boxes indicate a percentage taught by adjunct higher than the college's benchmark of forty percent (40%).

~ Percentage of courses taught by adjunct faculty was calculated using **contact** hours.

Nursing/Allied Health Division

Department	Summer 21				Fall 21				Spring 22				AVG FOR YEAR
	# of Full-time Instructors	Total Contact Hrs	Hrs Taught By Adjunct	% Taught by Adjunct	# of Full-time Instructors	Total Contact Hrs	Hrs Taught By Adjunct	% Taught by Adjunct	# of Full-time Instructors	Total Contact Hrs	Hrs Taught By Adjunct	% Taught by Adjunct	
ADN 16wk					4.75	106.00	12.00	11.32%	3.80	118.25	42.00	35.52%	24.08%
ADN 5wk	4.80	72.50	0.00	0.00%									
DA 16wk					2.40	48.00	0.00	0.00%	2.30	60.00	4.00	6.67%	3.70%
DA 10wk	1.20	31.15	0.00	0.00%									
DH 16wk					3.60	100.00	23.00	23.00%	3.70	131.00	61.00	46.56%	36.36%
DH 5wk	2.80	94.40	40.00	42.37%									42.37%
EMS 16wk					1.48	47.00	8.00	17.02%	2.00	37.00	8.00	21.62%	19.05%
EMS 10wk	1.00	54.00	34.00	62.96%									62.96%
MLT 16wk					1.30	64.00	0.00	0.00%	1.80	31.00	0.00	0.00%	0.00%
MLT 5wk	1.00	20.00	0.00	0.00%									0.00%
PN 16wk	0.00	0.00	0.00	0.00%	2.25	43.85	7.25	16.53%	3.00	65.00	13.00	20.00%	18.60%
ST 16wk	0.00	0.00	0.00	0.00%	3.00	64.00	0.00	0.00%	2.80	61.00	0.00	0.00%	0.00%
Sub Total-16wk	*10.80*	*272.05*	*74.00*	*27.20%*	*18.78*	*472.85*	*50.25*	*10.63%*	*19.40*	*503.25*	*128.00*	*25.43%*	*20.21%*
Sub Total-other	*10.80*	*272.05*	*74*	*27.20%*									

~ Information is being included in Desktop Audit Data in order to reinforce staffing needs.

~ Highlighted boxes indicate a percentage taught by adjunct higher than the college's benchmark of forty percent (40%).

~ Percentage of courses taught by adjunct faculty was calculated using **contact** hours.

PROGRAM REVIEW MEASURES and SOURCES of DATA

Introduction
The Desktop Audit uses a "broad based" approach to gathering data in order to promote "buy in" and establish direct reliable sources for data. The Desktop Audit uses data from the DATATEL computer and PC computer. The Desktop Audit is published on a PC computer. The Desktop Audit addresses SACS Principles of Accreditation and the North Carolina Community College System Office (NCCCSO) Critical Success Factors.

Quantitative Measures
1. Equipment Expenditure
   Source: Vice President for Instruction and Student Services/Division Chairs (Datatel computer data)
   Result: Total expended on equipment by program
2. Enrollment by Program - Headcount, Instructional Departmental FTE
   Source: Student Services (Registrar) data (Datatel computer data) and analyzed by Research Office (PC spreadsheet)
   Result: Enrollment by program

Qualitative Measures
1. Completion Rate - Quantitative Measurements
   Source: Student Services (Registrar) and analyzed by Research Office (PC spreadsheet)
   Result: Two-year programs: percent completers is calculated by dividing current year graduates by previous year Freshmen head count.
   One-year programs: percent completers is calculated by dividing current year graduates by current year Freshmen head count.

2. Job Placement

   Source: Research Office survey of graduates and instructors with data analyzed on PC spreadsheet
   Result: Job placement rate

3. Employer Satisfaction Survey Results
   Source: Research Office survey of employers with data analyzed on PC spreadsheet
   Result: Satisfaction rate on seven questions

4. Certification/Licensure
   Source: Instructors and certification/licensure agencies
   Result: The number and percent first time passing rate

5. Advisory Committees
   Source: Curriculum Division Chair
   Result: Verification of meetings with confirmation of minutes kept

6. College and Career Readiness (HSE/AHS) Movement from Continuing Education into Curriculum Education
   Source: HSE/AHS Continuing Ed. Coordinator (Datatel computer data)
   Result: The number of College and Career Readiness (HSE/AHS) students who entered a curriculum

7. Program/Student Outcomes
   Source: Division Chair/Department Head
   Result: Program/student outcomes list with analysis of outcomes by the Research Office

8. Early Leavers
   Source: Student Services (Registrar/Data Coordinator) (Datatel computer data)
   Result: The number of early leavers by program

9. Goal Accomplishment - Graduates and Early Leavers
   Source: *Survey developed by Research Office on Snap ScanSurvey form; administered by Research Office and Student Services; analysis compiled by Research Office using Snap ScanSurvey software
   Result: Number and percent of graduates and early leavers reaching a particular goal

10. Student Opinion Survey - Graduates and Early Leavers
    Source: *Survey developed by Research Office on Snap ScanSurvey form; administered by Research Office and Student Services; analysis compiled by Research Office using Snap ScanSurvey software

11. Response to Last Year's Desktop Audit
    Source: VP of Instruction and Student Services/Division Chair/Department Head
    Result: Desktop Audit Review meetings

Additional Measures

Curriculum Programs

1. Currentness of Equipment
   Source: VP of Instruction and Student Services/Division Chair/Department Head
   Result: Desktop Audit Review meetings

College Transfer

1. Performance of Transfers after two Semesters at a Four Year College/University
   Source: UNC System Report on Performance Measures
   Result: Performance of transfers after one and two semesters

2. Number of Students in the UNC System from Coastal
   Source: UNC System Report on Performance Measures
   Result: Number of transfers at colleges/universities in the UNC System

3. Performance of Freshmen in Developmental and College Level English and Math Report (Datatel computer data)
   Source: Readiness/Performance in English and math at Coastal
   Result: *R*eadiness/Performance of college freshmen in developmental and college level English and math

Continuing Education - Source, Division Chair for Continuing Education

1. Number of HSE and AHS diplomas awarded

2. Number served by College and Career Readiness Program

3. Number of employees and trainees served by New and Expanding Industry, FIT, and Small Business Center

4. Number of workplace College and Career Readiness sites and students

College-Wide - Single Source, Research Office

1. Number and percent of programs reviewed
   Source: Desktop Audit
   Result: 100%

2. Number of programs accredited
   Source: Desktop Audit
   Result: 100%

Student Services

1. Percent of students receiving financial aid
   Source: The Financial Aid Officer, Student Services.
   Result: The number and percent of students receiving financial aid.

2. Audit Summary (FTE Auditor)
   Source: FTE Auditor's Report.
   Result: Number of exceptions and response rate.

Other

1. Information Technologies

2. Library, Student Services, and Business Services Satisfaction Survey
   Source: *Research Office develops survey on Snap ScanSurvey form
   Results: *Research Office analyzes results using Snap ScanSurvey software

Review of Curriculum Programs

COASTAL CAROLINA COMMUNITY COLLEGE

LUX NOSTRO POPULO PERITIA VERITAS

2021-22
Desktop Audit

COLLEGE TRANSFER PROGRAM

I.   Description

Associate degrees are offered in the Arts (A.A.), Science (A.S.), Engineering (A.E.), Fine Arts (A.F.A.), and General Education Nursing (A.G.E.) for students who aspire to transfer to a four-year college or university. The 60-61 semester hours credit for an A.A., A.E., A.F.A. in Theatre, A.F.A. in Visual Arts, an A.F.A. in Music, A.G.E., or A.S. are designed to parallel the freshman and sophomore years of study at four-year colleges and universities.

II.   Analysis of Desktop Audit Summary Data

A. Budget: The budget report reflects five College Transfer divisions. Due to budget adjustments within the institution, the budgeted amounts varied from the actual amounts.

B. Statistical Data

1. **Enrollment:** In 2021-22, the associate annual unduplicated headcount was 2,906, a 6% decrease from the previous year. The Early College annual unduplicated headcount was 190, a 7% decrease from the previous year. Total associate FTE for the 2021-22 year had a 14% decrease from the previous year. In the last five years, FTE has decreased 24%.

2. **Graduation Rate:** The associate graduation rate is 27% (453 graduates), a 3% increase from the previous year. The Early College graduation rate is 81% (43 graduates). The number of graduates increased 19% from the previous year.

Goal Accomplishment of Graduates:

3. Of the 496 graduates, 295 (65%) responded to the Graduate survey. Ninety-four percent of respondents (277 graduates) stated that their goal was to obtain a degree and 5% (15 graduates) stated that their goal was to take courses to transfer to another college.

4. Of the 295 graduates responding, 93% (273 graduates) stated that they had fully accomplished their goal and 6% (19 graduates) stated they partially accomplished their goal.

C. Early Leavers in 2021-22:

1. **Withdrawals from the College:** Of the 1,285 (1,273 associate and 12 Early College) students withdrawing from the College (42% withdrawal rate), 14 students responded to the Leaver survey.

2. **Goal Accomplishment of Withdrawals:** Of the 14 students responding to the survey, 1 responded that they fully accomplished their goal, 7 responded that they partially accomplished their goal.

Changed Academic Program: One hundred thirty-six (134 associate and 2 Early College) students changed their academic program prior to completion.

D. Transfer Performance: The 2020-21 Transfer Student Performance Report from the UNC System reflects the performance of 2019-20 Coastal Carolina Community College students. This data was reflected and reported in the North Carolina Community College System (NCCCS) Performance Measures Report in 2022.

1. In 2020-21, 38.6% of Coastal students who transferred to the UNC System enrolled at UNCW. (See Section IV D, Table 1)

2. Considering the average overall GPA at the end of the first year of study at the university, Coastal Carolina Community College Associate degree recipients performed better than the students from all NC community colleges and students who began college at the university (native students).

Data is given both for students who received an Associate degree at a community college (compared to native juniors at the university) or who completed at least 30 semester hours of coursework at a community college (compared to native sophomores at the university). Students who complete an Associate degree at Coastal perform significantly better than those who transfer prior to completion. End-of-the-year GPAs are also shown more specifically for ECU and UNCW. (See Section IV D, Table 2)

3. GPAs for specific disciplines show that students from Coastal Carolina Community College who earn a degree perform comparably to students from all community colleges and native students at the universities. In all subject areas, Students who complete an Associate degree at Coastal perform better than those who transfer prior to completion. Students with at least 30 hours are shown in parentheses. (See Section IV D, Table 3)

4. The College Transfer Performance Measure of the North Carolina Community College System measures the persistence of community college Associate degree completers and those who have completed 30 or more articulated transfer credits who subsequently transferred to a 4-year university or college during the fall semester. The persistence is determined by the percentage who graduate prior to or remain enrolled at any 4-year college or university the subsequent fall semester. In 2019-20, 87.7% of Coastal Carolina Community College Transfer students representing the two cohorts persisted.

E. Other Performance Measures:

1. The Student Success Rate in College-Level Math Courses Performance Measure of the NCCCS measures the index score based on the percentage of first-time fall Associate degree seeking and transfer pathway students passing a credit-bearing Math course with a "C" or better within three years of their first fall term of enrollment. This year, 1.224 of Coastal students met the standard, exceeding the NCCCS average of 0.662. (See Section IV E, Table 5a)

2. The Student Success Rate in College-Level English Courses Performance Measure of the NCCCS measures the index score based on the percentage of first-time Associate degree seeking and transfer pathway students passing a credit-bearing English course with a "C" or better within three years. This year, 1.170 of Coastal students met the standard, exceeding the NCCCS average of 0.747. This also exceeded the NCCCS Excellence Level. (See Section IV E, Table 5b)

3. The First-Year Progression Performance Measure of the NCCCS measures the index score based on the percentage of first-time fall credential-seeking students who graduate prior to or enroll in post-secondary education during the subsequent fall term. This year, 1.041 of Coastal students met the standard, compared to the NCCCS average of 0.872. This indicates a need to identify strategies to ensure first-year students are making progress toward credential completion. (See Section IV E, Table 5c)

4. The Curriculum Student Completion Performance Measure of the NCCCS measures the index scored based on the percentage of first-time fall credential-seeking curriculum students who have graduated, transferred, or are still enrolled during the fourth academic year with 42 successfully completed non-developmental hours. This year, 1.105 of Coastal students met the standard, exceeding the NCCCS average of 0.853. (See Section IV E, Table 5d)

F. Developmental Studies:

1. Approximately 22% of the math students at Coastal are enrolled in developmental math courses. 13% of English students are enrolled in developmental English. (See Section IV F, Tables 6a and 6b)

2. The successful completion rate for developmental math was 73%. (See Section IV F, Table 6b)

3. The successful completion rate for developmental English was 69%. (See Section IV F, Table 6a)

4. This year, 57% of Coastal developmental math students were successful in their college-level courses. (See Section IV F, Table 6b)

5. This year, 69% of Coastal developmental English students were successful in their college-level courses. (See Section IV F, Table 6a)

6. The differences shown in completion rates reflect the number of withdrawals from developmental courses. (See Section IV F, Tables 6a and 6b)

G. Career and College Promise (CCP) Outcome Measures: As of August 2023, 2021-22 CCP data is not available from the NCCCS, however, the information is in progress.

H. Student Opinion Survey (5-point scale): The response to the opinion survey reveals the following:
Withdrawals rated Quality of Instruction in Program Areas, Quality of Instruction in Other Courses, Overall Quality of Academic Program, Teaching Facilities, and Equipment above average.
Graduates rated Quality of Instruction in Program Areas, Quality of Instruction in Other Courses, Overall Quality of Academic Program, Teaching Facilities, and Equipment above average. (See Section IV H)

III. Program Status & Plans - Next 1 to 2 Years (Faculty/Division Chairs)

A. Staffing: To ensure educational quality and to meet student needs, additional full-time faculty members are needed in the following areas: communication and math. There are 75 full-time faculty positions in the College Transfer Division.

B. Facilities/Equipment: There is a need for an upgraded physical education facility. There is a need for new flooring in the CA, CB, and Ragsdale buildings as well as in the Natural Science laboratories. There are acoustical concerns in CA and CB buildings. The speaker system in the Fine Arts building needs improvement. The furniture in the Natural Science laboratories needs replacement.

With the increase in virtual meetings, there is a need for increased conference room space with updated technology. Hyflex classroom space with technology to facilitate virtual teaching and learning is needed.

C. Trends: College Transfer will continue to be a vital part of the Mission of the College. The College Transfer program is the largest academic program at the College. Total FTE has been declining over the past five years. There continues to be an increase in demand for online classes. Currently, the majority of College Transfer courses are offered online or partially online in addition to the traditional seated course offerings. The Career and College Ready Graduate Alignment Partnership (CCRGAP) will soon have an effect on incoming freshmen from NC high schools. Developmental Math and English enrollment has decreased due to new placement measures. Onslow Early College High School and Career and College Promise students have positively influenced enrollment numbers in College Transfer courses. There is an increase in demand for late-start classes. Recruitment and retention of faculty has become a challenge, which is consistent with the system average.

IV. Summary Data

A. Operating Budget:

1. Humanities/Fine Arts

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2021-22	0	0	25,321	21,790	3,317	3,181
2020-21	0	0	26,658	17,839	1,630	591
2019-20	7,954	7,842	18,714	20,053	5,259	2,454
2018-19	133,552	133,552	17,418	17,612	7,110	6,990
2017-18	256,942	122,942	33,963	30,668	14,686	14,253

2017-18 – $133,552 was encumbered for stage lighting upgrades in 2018-19.

2. Natural Science

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2021-22	0	0	60,158	58,472	200	29
2020-21	5,927	5,297	32,152	32,629	1,200	1,125
2019-20	15,000	9,458	80,425	78,375	90	193
2018-19	45,152	12,909	73,166	70,381	3,226	2,471
2017-18	134,489	134,489	79,064	75,889	3,395	2,971

2019-20 – Equipment money was allocated for a biological safety cabinet and organic chemistry equipment. Because of the COVID-19 shutdown, the organic chemistry equipment could not arrive by the fiscal year deadline.
2018-19 – Equipment money was allocated for an autoclave which was purchased at a reduced price.

3. Social/Behavioral Science

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2021-22	0	0	1,177	1,093	2,200	1,982
2020-21	0	0	17,037	16,251	1,730	1,602
2019-20	0	0	21,636	19,304	2,924	2,958
2018-19	0	0	14,459	14,483	3,725	3,076
2017-18	0	0	57,025	61,025	10,597	8,821

4. **English**

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2021-22	7,227	7,227	21,647	21,003	3,165	1,889
2020-21	7,227	0	35,530	33,620	1,108	848
2019-20	0	0	58,943	56,845	796	683
2018-19	0	0	68,976	68,890	2,943	1,480
2017-18	0	0	31,784	31,851	6,276	5,161

2020-21 – Discrepancy in budget due to item not arriving before end of fiscal year.

5. **Math**

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2021-22	0	0	12,262	12,081	1,597	912
2020-21	0	0	17,755	2,737	2,064	1,345
2019-20	0	0	8,208	9,419	2,909	603
2018-19	0	0	1,991	1,089	5,080	3,269
2017-18	0	0	4,531	4,641	4,026	4,054

2020-21 – Touchscreen Laptops for instructors were approved and ordered, but they were on backorder, and did not arrive until the next fiscal year.

6. **Total for College Transfer**

TOTAL	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2021-22	7,227	7,227	120,565	114,439	10,479	7,993
2020-21	13,154	5,297	129,132	103,076	7,732	5,511
2019-20	22,954	17,300	187,926	183,996	11,978	6,891
2018-19	178,704	146,431	176,010	172,455	22,084	17,286
2017-18	391,431	146,784	206,367	204,074	38,980	35,260

B. **Associate Enrollment:**

	Headcount		Grads		FTE			
	FRS	Annual Undup.	No.	%	Fall	Spring	Summer	Total
2021-22	1,511	2,906	453	27	754.47	672.30	275.01	1,701.78
2020-21	1,655	3,077	381	24	869.80	809.98	294.76	1,974.54
2019-20	1,616	3,229	431	22	890.33	828.93	314.22	2,033.48
2018-19	1,985	3,538	485	22	952.38	785.16	305.87	2,043.41
2017-18	2,234	3,822	494	21	1,003.69	892.13	335.99	2,231.81

Percent graduates is calculated by dividing the latest year graduates by the previous year freshmen (FRS) unduplicated headcount.

C. **Early College Enrollment:**

	Headcount		Grads		FTE			
	FRS	Annual Undup.	No.	%	Fall	Spring	Summer	Total
2021-22	47	190	43	81	56.85	55.06	7.85	119.76
2020-21	53	204	47	87	61.09	56.54	3.00	120.63
2019-20	54	156	N/A	N/A	36.59	37.47	0.34	74.40
2018-19	55	106	N/A	N/A	10.69	11.66	0.00	22.35
2017-18	53	53	N/A	N/A	4.97	6.63	0.00	11.60

Career and College Promise (CCP) Enrollment:

	Headcount	FTE			
	Annual Undup.	Fall	Spring	Summer	Total
2021-22	675	97.22	92.25	34.71	224.18
2020-21	503	67.28	67.85	28.35	163.48
2019-20	529	61.19	63.31	24.44	148.94
2018-19	336	38.19	37.09	17.32	92.60
2017-18	291	27.44	31.00	12.88	71.32

D. **Transfer Performance:**

Table 1-- Number of Coastal Transfers

	Number of Coastal Transfers				
University	**2020-21**	**2019-20**	**2018-19**	**2017-18**	**2016-17**
Appalachian State	12	9	10	10	8
East Carolina	29	24	31	24	32
Elizabeth City	1	1	1	0	0
Fayetteville	6	12	5	6	4
NC A&T	6	2	3	2	1
NC Central	3	4	0	3	1
NC State	19	9	9	10	7
UNC-Asheville	1	0	0	0	4
UNC-Chapel Hill	6	9	4	7	3
UNC-Charlotte	6	12	10	4	11
UNC-Greensboro	7	4	7	3	6
UNC-Pembroke	6	9	5	8	4
UNC-School of Arts	0	0	0	0	0
UNC-Wilmington	68	93	138	133	112
Western Carolina	4	5	4	7	5
Winston-Salem	2	1	2	2	1
UNC System Total	**176**	**194**	**229**	**219**	**199**

(16 colleges) Source: UNC System Transfer Students Dashboard, Transfer Student Overview

Table 2-- End of Year GPA (2019-20 community college students, 2020-21 UNC students)

	Associate Degree Recipients			Students with at least 30 hours		
	All UNC Schools	ECU	UNCW	All UNC Schools	ECU	UNCW
Coastal	3.12	3.01	3.34	2.40	2.32	2.40
NCCCS	3.03	3.04	3.16	2.69	2.49	2.72
Native Students	2.96	2.89	3.21	2.90	2.71	3.16

Table 3-- GPAs for Specific Disciplines (2019-20 community college students, 2020-21 UNC students)

	English	Math	Foreign Language	Natural Science	Social Science	All Other Courses
Coastal	**3.10** (2.92)	**2.54** (1.87)	**3.10** (2.40)	**2.86** (1.98)	**3.05** (2.35)	**3.26** (2.74)
NCCCS	**3.20** (2.78)	**2.41** (2.22)	**2.94** (2.62)	**2.66** (2.46)	**3.10** (2.74)	**3.14** (2.82)
Native Students	**3.08** (3.07)	**2.53** (2.51)	**2.96** (3.01)	**2.78** (2.72)	**3.03** (3.00)	**3.01** (2.98)

Note: Bolded GPA numbers are degree recipients; GPA numbers in parentheses are students with at least 30 hours.

Table 4-- Performance Measures (2019-20 community college students, 2020-21 UNC students)

Among community college Associate degree completers, those who have completed 30 or more articulated transfer credits who subsequently transferred to a 4-year university or college during the fall semester, the percentage who are enrolled at any 4-year university or college the subsequent fall semester or graduated prior to.

	30 or More Hours		Associate Degree		2019-2019 Total	
	# Stud.	% Persist	# Stud.	% Persist	# Stud.	% Persist
Coastal	145	89.7%	212	86.3%	357	87.7%
NCCCS	N/A	N/A	N/A	N/A	18,251	87.6%

Note: The NCCCS total reflects student average rather than college average. The NCCCS only reports the aggregate figures for the entire system.

E. Other Performance Measures:

Table 5a Percentage of first-time fall Associate degree seeking and transfer pathway students passing a credit-bearing Math course with a "C" or better within three years of their first fall term of enrollment

			Curriculum Math			
Academic Year	Report Year	Number of Students	College Level Math Enrollment	Number Successful	Percent Successful	Outcome
2020-21	2022	885	579	489	55.3%	Met or Exceeded Excellence

Table 5b Percentage of first-time Associate degree seeking and transfer pathway students passing a credit-bearing English course with a "C" or better within three years.

			Curriculum English			
Academic Year	Report Year	Number of Students	College Level English Enrollment	Number Successful	Percent Successful	Outcome
2020-21	2022	885	760	636	71.9%	Met or Exceeded Excellence

Table 5c Percentage of first-time fall credential-seeking students who graduate prior to or enroll in post-secondary education during the subsequent fall term

			First Year Progression		
Academic Year	Report Year	Number of Students	Number Successful	Percent Successful	Outcome
2020-21	2022	940	642	68.3%	Above College Average/Below Excellence

Table 5d Percentage of first-time fall credential-seeking curriculum students who have graduated, transferred, or are still enrolled during the fourth academic year with 42 successfully completed non-developmental hours

			Curriculum Completion		
Academic Year	Report Year	Number of Students	Number Successful	Percent Successful	Outcome
2020-21	2022	944	549	58.2%	Met or Exceeded Excellence

F. Developmental Studies:

Table 6a English

	Fall			Spring	
	Number Enrolled	% of English Students Enrolled in Dev.	Successful Completion Rate	Next Developmental Course Successful Completion Rate	Curriculum Course Completion Rate "C" or Higher
2021-22	189	13	**69%** (92%)	N/A	**69%** (79%)
2020-21	195	14	**66%** (91%)	N/A	**65%** (84%)
2019-20	145	10	**82%** (89%)	**69%** (92%)	**66%** (80%)
2018-19	164	10	**86%** (95%)	**78%** (88%)	**59%** (73%)
2017-18	166	9	**77%** (92%)	**67%** (86%)	**71%** (85%)

Table 6b Math

	Fall			Spring	
	Number Enrolled	% of Math Students Enrolled in Dev.	Successful Completion Rate	Next Developmental Course Successful Completion Rate	Curriculum Course Completion Rate "C" or Higher
2021-22	262	22	**73%** (90%)	N/A	**57%** (77%)
2020-21	295	33	**73%** (92%)	N/A	**68%** (81%)
2019-20	461	34	**81%** (86%)	75% (82%)	**73%** (89%)
2018-19	474	34	**81%** (86%)	75% (82%)	**76%** (86%)
2017-18	606	40	**87%** (91%)	74% (78%)	**71%** (85%)

Note: Bold completion rates are based on the number of students enrolled, including those who withdrew.
The numbers in parentheses are successful completion rates based on the number of students who completed the course.

G. **Career and College Promise Outcome Measures:**
As of August 2023, 2021-2022 CCP data is not available from the NCCCS.

	Coastal				NCCCS			
	Postsecondary Persistence	Credit Accum.	Transfer Persist.	Credential Completion	Postsecondary Persistence	Credit Accum.	Transfer Persist.	Credential Completion
2021-22	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	87%	7.0	92%	88%	84%	10.0	92%	86%
2019-20	95%	7.0	90%	88%	88%	9.0	91%	86%
2018-19	91%	9.0	90%	84%	89%	10.0	90%	83%
2017-18	89%	6.0	≤95%	85%	89%	9.0	91%	83%

H. **Student Opinion Survey Results:**

Excellent	Above Avg.	Average	Below Avg.	Poor
5 - - - - - -	- - - - 4 - - - -	- - - 3 - - -	- - - 2 - - -	- - - 1

	Graduates (295 of 496)	Withdrawals (14 of 1,285)
Quality of Instruction In Program Areas	4.46	3.79
Quality of Instruction in Other Courses	4.37	3.64
Overall Quality of Academic Program	4.45	3.71
Teaching Facilities	4.36	3.57
Equipment	4.28	3.62

V. Quality Review Summary

A. **Strengths:** The entire full-time and part-time faculty met the qualifications as described by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) in Criteria for Accreditation. As seen in Section II C, Coastal's College Transfer students continue to perform well at UNC senior institutions. According to the 2022 Performance Measures for Student Success Report, 87.7% of Coastal students who transferred to UNC institutions with at least 30 credit hours persisted, higher than the NCCCS average of 87.6%. Coastal Carolina Community College students' transfer GPA was higher than the NCCCS average. Over 70% of College Transfer faculty volunteer as faculty advisors. Coastal performed above the NCCCS average for four of the five Performance Measures as related to the College Transfer program (i.e., Student Success Rate in College-Level English Courses, Student Success Rate in College-Level Math Courses, First-Year Progression, Curriculum Student Completion). For the fifth Performance Measure related to the College Transfer program (i.e., Transfer Performance), Coastal performed within the NCCCS's average band.

B. **Weaknesses:** In some areas, the percentage of classes taught by part-time instructors is higher than desired. Due to the large increase in College Transfer online offerings in the last five years, there is a need for more structured distance learning readiness assessment.

C. **Progress and Response to Objectives Set and Printed in 2020-21 DTA**
   1. Improve communication and awareness of Coastal's values and List of Commitments as established in the College's Strategic Plan. **COMPLETE**
   2. To illuminate pathways for students, an electronic Master Academic Plan (MAP) will be developed for AS pathway in addition to the AA pathway MAP already completed. Student Success Facilitator will provide training for ACA 122 instructors and Faculty Advisors on the use of the electronic MAPs. **COMPLETE**
   3. To help students stay the course, investigate the possibility of allowing students the option to take MAT corequisites prior to the gateway courses. **COMPLETE**
   4. Update the standardized process for accessing technical needs in Bodenhamer Auditorium. **COMPLETE**
   5. Develop a Faculty Headquarters Blackboard shell for all faculty members to consistently communicate policies, procedures, and important reminders from administration. **COMPLETE**
   6. Establish placement criteria in addition to high school campus criteria to ensure CCP students have the highest probability of success. **COMPLETE**
   7. Develop a comprehensive plan to upgrade electrical and sound systems and seating options in Bodenhamer Auditorium. **CONTINUE AS REVISED**
   8. Provide additional support and resources for faculty to develop best practices for dual enrollment students. **CONTINUE AS REVISED**
   9. Promote awareness of new Teacher Preparation Associate Degrees. **COMPLETE AND ONGOING**
   10. Analyze and develop strategies for improving retention and success rates in online ENG 111 courses. **COMPLETE AND ONGOING**
   11. Plan and organize a roundtable discussion comprising Educators of the Year from each Division to strategize and develop recommendations for retention and student success. **CONTINUE AS REVISED**

D. **Summary of Improvements and/or Budget Decisions Based On Analysis**
   1. The Division Chairs revamped the adjunct faculty guide in Faculty Headquarters and made it available to all faculty. In the update the Division Chairs included themes located in the College's Strategic Plan.
   2. An electronic Master Academic Plan (MAP) was developed for the AS pathway and training was provided for ACA 122 instructors and Faculty Advisors.
   3. In Fall 2021, students had the option to take their corequisite MAT course prior to taking their gateway MAT course.
   4. Faculty and staff contact IT for sound and visual needs, to include submitting a facility usage request. If there are special requests, the Drama instructor should be contacted.
   5. In Fall 2021, the Division Chairs launched Faculty Headquarters, to include weekly announcements and instructor resources.
   6. A math placement criteria involving Math 3 End of Course test results was developed and implemented for CCP students. The standard state criteria will be used for all other CCP classes.
   7. Information about the Teacher Preparation Associate Degree Programs was shared with Academic Advisors/Counselors and faculty advisors, and a link to a dedicated page was added to the College website.
   8. ENG 111 online faculty implemented Quality Matters standards, more frequent reminders of due dates, as well as grade check-ins.

E. **Program Objectives/Action for the Next 1 to 2 Years**
   1. Collaborate with the Director of Facilities to develop a comprehensive plan to upgrade electrical and sound systems and seating options in Bodenhamer Auditorium.
   2. Explore offering professional development focused on teaching CCP students.
   3. Plan and organize a roundtable discussion comprised of Educators of the Year to strategize and develop recommendations for retention and student success.
   4. Update the online observation instrument for adjunct instructors to better evaluate educational quality and student engagement.
   5. Develop an adjunct instructor appraisal instrument to provide opportunities for continuous improvement and collaboration.

6. Develop a New Full-Time Faculty Orientation Process.
7. Develop a Faculty Guide available in Faculty Headquarters to communicate expectations regarding educational quality and engagement.
8. Analyze course schedules and create a calendar for a year-long schedule to promote retention and completion.
9. Collaborate to ensure the alignment of course offerings to create multiple opportunities for students to complete College Transfer pathways.
10. Meet with high school representatives prior to the start of each semester.

F. Program/Student Outcomes at Program Completion
College Transfer – Occupational General Education

1. Students completing a diploma or Associate in Applied Science degree will attain competence in computational skills appropriate to the level required by the degree attained.
An annual survey of employers of graduates of diploma or Associate in Applied Science programs will indicate an "Above Average" satisfaction rating of math skills, which is 3.5 or above on a 5-point scale.

   2021-22 Rating – 4.06

2. Students completing a diploma or Associate in Applied Science degree will attain competence in written and spoken English appropriate to the level required by the degree attained.
An annual survey of employers of graduates of diploma or Associate in Applied Science programs will indicate an "Above Average" satisfaction rating of written and spoken English, which is 3.5 or above on a 5-point scale.

   2021-22 Rating – 3.95

3. Students completing a diploma or Associate in Applied Science degree will attain competence in the ability to analyze and solve problems and make logical conclusions appropriate to the level required by the degree attained.
An annual survey of employers of graduates of diploma or Associate in Applied Science programs will indicate an "Above Average" satisfaction rating of "using information to analyze problems and make logical decisions," which is 3.5 or above on a 5-point scale.

   2021-22 Rating – 4.05
   Source: Employer Surveys scanned into Snap software

College Transfer – Developmental Studies (English and Math) (Tables 6a, 6b)

1. Students who take a developmental course will successfully complete the course.
At least 70% of students who complete a developmental course will have a grade of "P."
   English   92%

   Math   90%

2. Students who successfully complete recommended developmental English or math will successfully complete the first required English or math course in their respective curricula. (See Tables 6a and 6b). At least 80% of the students who complete the required course will earn a grade of "C" or higher.
   English   79%

   Math   77%

College Transfer – Curriculum Program

1. Students completing the College Transfer program at Coastal Carolina Community College will be successful upon transfer to UNC universities. The UNC-GA performance data for Coastal's College Transfer students will show at least an overall 2.75 GPA at the end of the first year.

   GPA – 3.12

Associate degree recipients who transfer will successfully complete their baccalaureate degrees.
The UNC System performance data for Coastal's College Transfer students will show that 70% of the
graduates who transfer to UNC universities will complete their baccalaureate degrees within
four years.

Completion Rate – 66.3% 4 year
61.5% 3 year
36.5% 2 year

GENERAL EDUCATION

I. Mission

The General Education program at Coastal Carolina Community College is designed to help a diverse student population develop the broad-based knowledge and skills that will contribute to their intellectual and professional growth and help them achieve their educational goals. Its purpose is to cultivate a positive academic environment that creates an interest in becoming active, lifelong learners.

The General Education Committee also established the following competencies:

Upon completion of the General Education program at Coastal Carolina Community College, students will have the ability to:

1. Communicate effectively in written and oral English,
2. Demonstrate basic quantitative skills appropriate to their chosen fields of study,
3. Analyze and solve problems and make logical conclusions,
4. Demonstrate information literacy, and
5. Apply basic computer skills.

In addition, the Associate in Arts, Associate in Science, and Associate in Fine Arts degrees have a sixth General Education competency:

6. Demonstrate knowledge of diverse cultural and historical perspectives.

For students in the Diploma programs, the General Education Outcomes include the ability to:

1. Communicate effectively in written and oral English in a manner appropriate to their chosen fields of study, and

2. Demonstrate basic quantitative skills appropriate to their chosen fields of study.

II. Two Year Plan of Assessment

Semester	General Education Learning Outcome	Competency #	Course Assessed
Fall 2022	Basic Quantitative Skills (Assoc. Degree and Diploma Students)	Competency 2	MAT 110, MAT 143
	Basic Computer Skills (Assoc. Degree Students)	Competency 5	CIS 110
Spring 2023	Oral Communication (Assoc. Degree and Diploma Students)	Competency 1	COM 231, ENG 102
	Informational Literacy (Assoc. Degree Students)	Competency 4	ENG 112
Fall 2023	Written Communication (Assoc. Degree Students)	Competency 1	ENG 111
	Analyze and Solve Problems (Assoc. Degree Students)	Competency 3	BIO 110, MAT 171, PSY 150
	Basic Computer Skills (Assoc. Degree Students)	Competency 5	CIS 110
Spring 2024	Written Communication (Diploma Students)	Competency 1	ENG 102
	Cultural and Historical Perspectives (AA, AS, and AFA Students)	Competency 6	ART 111, HIS 111, HIS 112, HIS 131, HIS 132, MUS 110

III. Quality Review Summary

A. Strengths: General Education assessment at Coastal involves widespread faculty participation. Each Division continues to be represented on the General Education Committee. Assessment of the competencies takes place at a departmental and/or division level. With the exception of Competency #3, all of the competencies assessed in Fall 2021 and Spring 2022 were met. Employer surveys report satisfaction with the ability of Coastal graduates to analyze problems, make logical conclusions, communicate effectively, and demonstrate appropriate quantitative skills. Coastal students continue to perform well upon transfer to UNC institutions, according to the 2021 College Transfer Performance Measures Report for Student Success. The Committee established a centralized electronic file system to allow all members access to assessment instruments.

B. Weaknesses: Assessment standards for MAT 171 were not met. The math faculty will continue to review their assessment practices and develop plans for improvement.

C. Progress and Response to Objectives Set and Printed in 2020-21 DTA
1. The General Education Committee discussed Competency #6 assessment regarding diversity. Social and Behavioral Sciences faculty will meet to determine what course would be most suitable for assessment. **COMPLETE**
2. A subcommittee of Natural Science faculty will meet to determine how to best assess students for Competency #3. **COMPLETE**
3. Revise the assessment tool for Competency #1 (Written Communication) in ENG 102. **COMPLETE**
4. Re-evaluate the assessment of quantitative skills in the Diploma programs. **CONTINUE AS REVISED**

D. Summary of Improvements and/or Budget Decisions Based On Analysis
1. The Social and Behavioral Sciences faculty met and determined that SOC 210 will be used as an additional course to assess Competency #6.
2. Natural Science faculty met and created a new assessment aligned with course outcomes for BIO 110 students.
3. The English faculty revised the business letter rubric for ENG 102 courses.

E. Program Objectives/Action for the Next 1 to 2 Years
1. Members of the General Education Committee will meet with the diploma program faculty to determine how to assess Competency #2 for students in diploma programs.
2. SOC 210 faculty will create an assessment instrument for Competency #6.
3. Math faculty will meet to develop strategies to improve students' problem solving skills.

F. Program/Student Outcomes at Program Completion
1. Communicate effectively in written and oral English (Method of Assessment, Competency #1)

Associate Programs – Course for Assessment: ENG 111 Writing & Inquiry (Assessed Fall 2021)
Written English
   a. Common Essay: 70% of students will score 70% or higher on a common essay.
      Using a common rubric, 95% of Associate Degree students scored 70% or higher on written English, so the assessment standard was met and exceeded.
   b. Employer Survey: Employers will rate students as "above average" on specific objectives.
      Employers rated Coastal students above average (4.46 out of 5.00) on written and oral English, which met the assessment standard.
   c. Transfer Student Performance Report: Coastal graduates' overall GPA will be at least 2.75 at the end of the first year. Coastal graduates' overall GPA was 3.12 at the end of the first year, which met and exceeded the assessment standard.

Associate Programs – Course for Assessment: COM 231 Public Speaking (Assessed Spring 2021)
   a. Presentation: 70% of students will score 70% or higher on an oral presentation.
      Using a common rubric, 93% scored 70% or higher, which met and exceeded the assessment standard.
   b. Employer Survey: Employers will rate students as "above average" on specific objectives.
      Employers rated Coastal students above average (4.46 out of 5.00) on written and oral English, which met the assessment standard.

(Assessment involving ENG 102 will take place in spring semester only so that a larger pool of students may be assessed.)

Diploma Programs – Course for Assessment: ENG 102 Applied Communications II (Assessed Spring 2022)
Written English
   a. Common Business Letter: 70% of students will score 70% or higher on a common business letter.
      Using a common rubric, 100% of diploma students scored 70% or higher on written communication; the assessment standard was met and exceeded.
   b. Employer Survey: Employers will rate students as "above average" on specific objectives. Employers rated Coastal students above average (4.32 out of 5.00) on written and oral English, which met the assessment standard.

Oral English – Course for Assessment: ENG 102 Applied Communications II (Assessed Spring 2021)
   a. Presentation: 70% of the students will score 70% or higher.
      Of the student sample, 100% of students scored 70% or higher on the presentation; the assessment standard was met and exceeded.
   b. Employer Survey: Employers will rate students as "above average" on specific objectives. Employers rated Coastal students above average (4.32 out of 5.00) on written and oral English, which met the assessment standard.

2. Demonstrate basic quantitative skills appropriate to chosen field (Method of Assessment, Competency #2)
   Math – Courses for Assessment: MAT 110 Math Measurement & Literacy and MAT 143 Quantitative Literacy (Assessed Spring 2022)
   a. Final Exam: 70% of students will score 70% or higher on common questions.
      Using common questions on their final exams, 100% of MAT 110 students and 88% of MAT 143 students scored 70% or higher. Overall, 89% of Math students scored 70% or higher on common questions, so the assessment standard was met and exceeded.
   b. Employer Survey: Employers will rate students as "above average" on specific objectives. Employers rated Coastal students above average (4.43 out of 5.00) on quantitative skills, which met the assessment standard.
   c. Transfer Student Performance: Coastal graduates' overall GPA will be at least 2.75 at the end of the first year.
      Coastal graduates' overall GPA was 3.12 at the end of the first year, which met and exceeded the assessment standard.

3. Analyze and solve problems and make logical conclusions (Method of Assessment, Competency #3)
   Courses for Assessment: BIO 110 Principles of Biology, MAT 171 Precalculus Algebra, and PSY 150 General Psychology (Assessed Fall 2021)
   a. Final Exam: 70% of students will score 70% or higher on common questions.
      Using common questions on their final exams, 78% of BIO 110 students, 56% of MAT 171 students, and 73% of PSY 150 students scored 70% or higher; therefore, the assessment standard was partially met.
   b. Employer Survey: Employers will rate students as "above average" on specific objectives. Employers rated Coastal students "above average" (4.33 out of 5.00) on solving problems and making logical conclusions, which met the assessment standard.
   c. Transfer Student Performance: Coastal graduates' overall GPA will be at least 2.75 at the end of the first year. Coastal graduates' overall GPA was 3.12 at the end of the first year, which met and exceeded the assessment standard.

4. Demonstrate Information Literacy (Method of Assessment, Competency #4)
   Course for Assessment: ENG 112 Writing/Research in the Disciplines (Assessed Spring 2021)
   a. Common Paper: 70% of students will score 70% or higher on a common paper.
      Using a common rubric, 91.54% of students scored 70% or higher on information literacy on a research assignment, so the assessment standard was met and exceeded.
   b. Exit Survey: Upon completion of ENG 112, approximately 90% of students reported that they were able to successfully locate, critically evaluate, and accurately incorporate source material to achieve the purpose and goals of their writing.

5. Apply basic Computer Skills (Method of Assessment, Competency #5)
    Course for Assessment: CIS 110 Introduction to Computers (Assessed Fall 2021)
    a. Textbook Software: 70% of students tested will score 70% or above on the textbook software. CIS 110 students were given four exams each, using the textbook software. 95.8% percent of the testing measures were 70% or higher, so the assessment standard was met and exceeded.

6. Demonstrate knowledge of diverse cultural and historical perspectives (Method of Assessment, Competency #6) (Assessed Spring 2022)
    Courses for Assessment: ART 111 Art Appreciation and MUS 110 Music Appreciation
    a. Final Exam: 70% of the students in the sample will be able to identify characteristics and an artist from one historical artistic period. Using common questions on their final exams, 92% of ART 111 students and 94% of MUS 110 students scored 70% or higher, meeting and/or exceeding the assessment standard.

    Courses for Assessment: HIS 111 World Civilizations I, HIS 112 World Civilizations II, HIS 131 American History I, and HIS 132 American History II (Assessed Spring 2022)
    b. Final Exam: 70% of the history students sampled will be able to satisfactorily answer ten questions describing relationships between certain historical events, explain how those events precipitated change, and specify the nature of the change. Using common questions on their final exams, 78% of students in HIS 111, HIS 112, HIS 131, and HIS 132 scored 70% or higher, meeting and exceeding the assessment standard.

Business Technology and Legal Services
Division Summary

I.   Student Information

A.   Enrollment: The associate annual unduplicated headcount for 2021-22 was 556, a 4% decrease from the previous year; the diploma unduplicated headcount was 101, no change from the previous year; and the certificate unduplicated headcount was 177, a 1% decrease from the previous year.

B.   Graduates in 2021-22 (223):

1.   **Degree -** The number of degree graduates was 71, a 21% graduation rate.

2.   **Diploma -** The number of diploma graduates was 44, a 72% graduation rate.

3.   **Certificate -** The number of certificate graduates was 157, a 91% graduation rate.

4.   **Successful Placement** (56% response rate) **-** Successful placement of graduates in related employment and/or additional education was 69%. Of the 124 responses to the graduate survey, 66 were employed in a related field and 46 were enrolled in additional education. Twenty-six graduates enrolled in additional education are also in related employment and therefore not calculated in the successful placement rate.

5.   **Certification/Licensure Results -** The first-time pass rate is 93% (74 of 80).

6.   **Graduate Survey - 2021-22** (Out of 124 graduates responding to the survey, 106 to 121 responded to the opinion questions on the survey)

   a.   **Opinion -** Graduates rated Quality of Instruction in Program Areas, Quality of Instruction in Other Courses, and Overall Quality of Academic Program excellent; Teaching Facilities and Equipment above average.
   Student Services – Financial Aid excellent; Admissions Procedures, Academic Advising, ADA Accommodations, Veterans Programs, Registration Procedures, and Student Activities were rated above average.
   Business Services - Accounting Office and College Store excellent; Cafeteria and Security were rated above average.
   Learning Resources Center Services - Rated excellent.

   b.   **Goal Accomplishment -** Of the 124 graduates responding to the survey, 95% (114) responded that they had fully accomplished their goal, and 5% (6) responded that they had partially accomplished their goal.

7.   **Employer Satisfaction Survey** (58% response rate; 15% of graduates would not allow their employers to be contacted) - Of 124 graduates responding to the survey, 66 were in related employment. Ten graduates would not give permission to contact their employer. Forty-five surveys were sent to employers, and 26 (58%) surveys were returned. Some surveys were not mailed to employers due to lack of employer information (e.g., address). Performance of Voc/Tech Skills, Communication Skills, Math Skills, Decision-Making Skills, Work Habits, and Overall Satisfaction were rated above average. One hundred percent of the employers responding said that they would hire Coastal graduates again.

C.   Goal Accomplishment of Students Who Did Not Intend to Complete Program *(primary goal job enhancement in current employment or new employment, personal interest, or transfer)***:**
Sixteen students who did not intend to complete the program indicated that they had fully accomplished their goal and one partially accomplished her goal.

D.   Early Leavers in 2021-22:

1.   **Withdrawals from the College:** Of the 218 students withdrawing from the College, 5 (2%) responded to the survey.

   Goal Accomplishment of Withdrawals: Of the 5 withdrawals responding to the survey, 40% (2 students) responded that they partially accomplished their goal, and 60% (3 students) said they did not accomplish their goal.

2. **Changed Academic Program:** Seventy-six students changed their academic program prior to completion.

II.   Data Page

A. Total Purchases for Division & All Programs:

1. **Programs Budget:**

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2021-22	0	0	208,454	168,765	1,988	1,447
2020-21	27,134	27,066	140,986	83,886	300	396
2019-20	0	0	218,768	179,823	5,648	6,460
2018-19	14,170	14,106	151,851	136,934	10,060	4,519
2017-18	21,342	21,341	137,668	117,925	5,930	3,217

2. **Division Budget: (Does Not Include Amounts Reported In Programs)**

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2021-22	0	0	22,717	20,211	25	25
2020-21	0	0	49,685	52,015	0	0
2019-20	0	0	41,226	42,626	0	(208)
2018-19	34,624	0	161,226	167,674	0	0
2017-18	0	0	24,128	23,841	1,968	2,028

B. Total Annual Unduplicated Headcount & Graduates:

1. **Associate Degree**

	Annual Unduplicated	Number Graduated	Total Freshmen	Graduation Rate
2021-22	556	71	323	21%
2020-21	581	99	333	33%
2019-20	555	102	299	27%
2018-19	699	122	374	27%
2017-18	743	96	454	27%

Note: Associate Graduation Rate is calculated by dividing latest year Number Graduated by previous year Total Freshmen.

2. **Diploma**

	Annual Unduplicated	Number Graduated	Total Freshmen	Graduation Rate
2021-22	101	44	61	72%
2020-21	101	49	65	75%
2019-20	92	44	60	73%
2018-19	94	48	64	75%
2017-18	50	12	37	59%

3. **Certificate**

	Annual Unduplicated	Number Graduated	Total Freshmen	Graduation Rate
2021-22	160	157	173	91%
2020-21	162	150	160	94%
2019-20	192	179	192	94%
2018-19	203	189	203	93%
2017-18	154	136	141	98%

Note: The diploma/certificate Graduation Rate is calculated by dividing present year Number Graduated by present year Total Freshmen.

C. **Successful Placement:**

Degree/ Dip/Cert:	Re- sponses	Response Rate	Related Employ.	% Related Employ.	More Education	Successful Placement
2021-22	122	55%	65	53%	46	70%
2020-21	97	41%	39	40%	39	68%
2019-20	133	50%	58	44%	57	73%
2018-19	218	95%	100	46%	78	68%
2017-18	164	70%	69	42%	77	73%

2021-22: Twenty-six graduates continuing their education are in related employment and not calculated in the successful placement rate.
2020-21: Twelve graduates continuing their education are in related employment and not calculated in the successful placement rate.
2019-20: Eighteen graduates continuing their education are in related employment and not calculated in the successful placement rate.
2018-19: Twenty-nine graduates continuing their education are in related employment and not calculated in the successful placement rate.
2017-18: Twenty-seven graduates continuing their education are in related employment and not calculated in the successful placement rate.

D. **Certification/Licensure Results:**

	Tested	1st Time Passed	1st Time Failed	1st Time Passing Rate
2021-22	80	74	6	93%
2020-21	65	59	6	91%
2019-20	78	74	4	95%
2018-19	86	76	10	88%
2017-18	87	70	17	80%

III. Quality Review Summary

A. **Progress and Response to Objectives Set and Printed in 2020-21 DTA**
   1. When funds become available, update the chairs and tables in BT 101. **CONTINUE**
   2. Work with Department Heads to develop strategies to increase the number of employee surveys. **COMPLETE AND ONGOING** Department Heads contacted the students' employers and encouraged them to complete the employee surveys.
   3. Purchase a state-of-the-art display board for BT classroom. **COMPLETE** A Camcor Viewsonic state-of-the-art display board was purchased for BT 103.
   4. Investigate classes with low success rates and develop strategies for improvement. **CONTINUE**
   5. Purchase new chairs for BT instructors' offices. **CONTINUE AS REVISED**

B. **Summary of Improvements/Budget Decision Based on Analysis**
   1. A Camcor Viewsonic display board was purchased for the Accounting and Business instructors.
   2. Mac computers were purchased to teach Swift Programming course for Accounting, Business, and Computer Programming students.

C. Division Objectives for the Next 1 to 2 Years:

1. When funds become available, update the chairs and tables in BT 101.
2. Investigate classes with low success rates and develop strategies for improvement.
3. If the budget allows, purchase new chairs for BT instructors' offices.
4. Investigate the reasons for the low graduation rate in BT curricula.
5. Update BT computers to Windows 11 operating system.

Industrial and Applied Technology
Division Summary

I. Student Information

A. Enrollment: The associate annual unduplicated headcount for 2021-22 was 112, a 7% decrease from the previous year; the diploma unduplicated headcount was 111, a 8% decrease from the previous year; and the certificate unduplicated headcount was 116, a 6% decrease from the previous year.

B. Graduates in 2021-22 (127):

1. **Associate -** The number of associate graduates was 29, a 40% graduation rate.

2. **Diploma -** The number of diploma graduates was 77, a 73% graduation rate.

3. **Certificate -** The number of certificate graduates was 115, a 100% graduation rate.

4. **Successful Placement (56%) Response Rate -** Successful placement of graduates in related employment and/or additional education was 72%. Of the 71 responses, 24 were employed in a related field and 35 were continuing their education. Eight graduates enrolled in additional education are also in related employment and therefore not calculated in the successful placement rate.

5. **Certification/Licensure Results -** The first-time pass rate is 100% (9 of 9).

6. **Graduate Survey 2021-22** (Out of 71 graduates responding to the survey, 56 to 61 responded to the opinion questions on the survey)

   a. **Opinion** - Graduates rated Quality of Instruction in Program Areas excellent; Quality of Instruction in Other Courses, Overall Quality of Academic Program, Teaching Facilities, and Equipment were rated above average.
   Student Services - Admissions Procedures, Academic Advising, ADA Accommodations, Financial Aid, Veterans Affairs, Registration Procedures, and Student Activities were rated above average.
   Business Services - Accounting Office, Bookstore, Cafeteria, and Security were rated above average.
   Learning Resources Center Services - Rated above average.

   b. **Goal Accomplishment** - Of the 71 graduates responding to the survey, 65 responded to the goal accomplishment question on the survey. Seventy-four percent (48 graduates) responded that they had fully accomplished their goal and 25% (16 graduates) responded that they had partially accomplished their goal.

7. **Employer Satisfaction Survey (32% Response Rate; 17% of graduates would not let their employers be contacted)** - Out of 71 graduates responding to the survey, 24 were in related employment. Four graduates would not give permission to contact their employers. Nineteen surveys were sent to employers, and 6 (32%) surveys were returned. Some surveys were not mailed to employers due to lack of employer information (e.g., address) and some information on employment status of graduates came from instructors. Vocational/Technical Skills, Communication Skills, Math Skills, Decision Making Skills, and Overall Satisfaction was rated above average; Work Habits was rated average. One hundred percent of the employers responding said that they would hire Coastal students again.

C. Goal Accomplishment of Students Who Did Not Intend to Complete Program *(primary goal – job enhancement in current employment or new employment, personal interest, or transfer):* Four students did not intend to complete the program. One student indicated that they had fully accomplished their goal; and 3 students indicated that they had partially accomplished their goal.

D. Early Leavers in 2021-22:

1. **Withdrawals from the College:** Of the 56 students withdrawing, 4 (7%) responded to the survey.

   Goal Accomplishment of Withdrawals: Of the 4 withdrawals responding to the survey, 25% (1 student) responded that they fully accomplished their goal and 75% (3 graduates) responded that they partially accomplished their goal.

2. **Changed Academic Program:** Thirteen students changed their academic program prior to completion.

II. Data Page

A. Total Purchases for Division and All Programs:

1. **Programs Budget:**

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2021-22	71,583	71,583	228,665	230,881	0	1,400
2020-21	94,963	94,963	663,699	591,744	1,790	1,085
2019-20	314,084	312,839	232,387	206,242	594	593
2018-19	0	0	162,948	158,308	5,008	1,963
2017-18	133,780	114,778	212,001	197,548	12,036	6,359

2. **Division Purchases** (Does Not Include Monies Reported in Programs)**:**

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2021-22	0	0	16,027	15,425	0	0
2020-21	0	0	98,119	79,753	100	100
2019-20	0	0	11,007	9,496	0	0
2018-19	89,000	88,132	7,734	7,289	880	96
2017-18	0	0	7,838	6,092	251	235

B. Total Annual Unduplicated Headcount & Graduates:

1. **Associate Degree**

	Annual Unduplicated	Number Graduated	Total Freshmen	Graduation Rate
2021-22	112	29	58	40%
2020-21	120	27	72	49%
2019-20	109	32	55	51%
2018-19	128	30	63	32%
2017-18	158	26	95	47%

Note: Associate percent graduates is calculated by dividing latest year graduates by previous year freshmen headcount.

2. **Diploma**

	Annual Unduplicated	Number Graduated	Total Freshmen	Graduation Rate
2021-22	111	77	105	73%
2020-21	121	89	116	77%
2019-20	108	74	102	73%
2018-19	92	62	91	68%
2017-18	111	80	107	75%

Note: The diploma percent graduates is calculated by dividing the present year graduates by present year freshmen.

3. **Certificate**

	Annual Unduplicated	Number Graduated	Total Freshmen	Graduation Rate
2021-22	116	115	115	100%
2020-21	123	122	123	99%
2019-20	120	117	121	97%
2018-19	113	112	113	99%
2017-18	134	133	132	100%+

Note: The certificate percent graduates is calculated by dividing the present year graduates by present year freshmen.

C. **Successful Placement (Job Placement, Military, Transfer Rate):**

Degree/ Dip/Cert.	Responses	Response Rate	Related Employ.	% Related Employ.	More Education	Successful Placement
2021-22	71	56%	24	34%	35	72%
2020-21	84	60%	40	48%	37	77%
2019-20	79	61%	41	52%	34	77%
2018-19	106	86%	55	52%	55	89%
2017-18	94	67%	36	38%	47	72%

2021-22 – Eight graduates in related employment were also continuing their education and not counted in the placement rate.
2020-21 – Twelve graduates in related employment were also continuing their education and not counted in the placement rate.
2019-20 – Fourteen graduates in related employment were also continuing their education and not counted in the placement rate.
2018-19 – Sixteen graduates in related employment were also continuing their education and not counted in the placement rate.
2017-18 – Fifteen graduates in related employment were also continuing their education and not counted in the placement rate.

D. **Certification/Licensure Results:**

	Tested	Passed	1st Time Failed	Passing Rate
2021-22	9	9	0	100%
2020-21	9	9	0	100%
2019-20	9	9	0	100%
2018-19	9	9	0	100%
2017-18	7	7	0	100%

III. Quality Review Summary

A. **Progress and Response to Objectives Set and Printed in 2020-21 DTA**
1. The Division Chair will develop a relationship with SkillsUSA and determine what departments are best suited for students to compete in the state competition. **COMPLETE AND ONGOING**
2. The Division Chair will work with Onslow County Schools CTE Director to develop pathways for high school students transitioning to Coastal Carolina Community College. **CONTINUE**
3. The Division Chair and Department Heads will assemble teams of students to compete in the SkillsUSA competition. **CONTINUE**
4. The Division Chair and Department Heads will work closely with Onslow County Schools and the Eastern North Carolina Regional Skills Center (ENCRSC) to develop pathways for trade programs. **CONTINUE**
5. Department Heads will develop relationships with local employers to assist in job placement for graduating students. **COMPLETE AND ONGOING**
6. The faculty will explore ways to expand and grow current programs within the division, not only with student enrollment, but with new technology and updated lab equipment. **COMPLETE AND ONGOING**

B. **Summary of Improvements/Budget Decision Based on Analysis**
1. **Air Conditioning, Heating, and Refrigeration Technology:**
    a. Residential Heat Pump Trainer system purchased (Perkins Grant funds) and incorporated into instruction during Spring 2022.
    b. Career Pathways have been identified and mapped for ENCRSC students in two areas that lead to the AHR AAS program: Electrical Trades to AHR Associate in Applied Science and HVACR to AHR Associate in Applied Science.
    c. Key AC servicing and testing tools to support lab instruction were updated to include refrigerant recovery pumps, digital micron gauges, system evacuation kits, and testing equipment.
    d. AHR Department Head/Instructor has completed credential training for NATE (North American Technician Excellence). Certification testing was offered Spring 2022 with four individuals testing and passing.
    e. An adjunct instructor qualified to teach within the degree program has been identified (and utilized Fall 2022).

2. **Architectural Technology:**
    a. A Glowforge Laser Cutter/Engraver was added to our department using Perkins Grant funding (Spring 2022). This system allows our students to laser engrave designs, build models, and conceptualize different building techniques using physical modeling.

3. **Collision Repair and Refinishing Technology:**
   a. In order to incorporate current trends in repair techniques, a KECO Level One Glue Pulling System was purchased through Perkins Grant funding.
   b. The Instructor attended Car-O-Liner training in Mooresville, NC, to provide more up-to-date information to students while learning the frame machine and measuring system.
   c. A solvent-based paint system was purchased and installed to provide more industry relevant training and experience to students.
   d. Along with the new paint system, the paint storage room was updated accordingly to meet current fire codes.
   e. New sanders compatible with the vacuum system were purchased, enabling expanded use of the system to reduce dust for a safer and cleaner environment.
   f. To free up under-utilized space in the lab, the old countertop and cabinets in the lab were disposed of to eliminate clutter and areas for dust collection.

4. **Automotive Systems Technology:**
   a. Heavy duty shelving has been installed throughout the lab and storage areas.
   b. The classroom/lab has been outfitted with new worktable and chairs.
   c. The Automotive Lab area has a discreet network installed to use for the Shop Management System (SMS), Digital Vehicle Inspections (DVI), and the "Connected" equipment; Scanners and Alignment Machine. Most of our future equipment purchases will be "Connected."
   d. The flooring and walls were refinished and resealed in T 108.

5. **Electrical Systems Technology:**
   a. A Greenlee electric conduit bender was purchased. Recent graduates of the program stated they it would benefit future graduates to have experience on this type of machinery.
   b. Completed the Commercial door and Industrial process displays. These provide a better "real world" application of the motor control training the students receive.
   c. Instructor offers tutoring each morning for ELC 118 National Electrical Code and ELC 119 NEC Calculations, the two most difficult courses in the program.

6. **Electronics Engineering Technology:**
   a. A new mechatronic training system was purchased using Perkins Grant funds and integrated in Fall 2021 and Spring 2022.
   b. Power Control Circuit Board trainers were purchased and integrated in Summer 2022.
   c. Operational Amplifier Fundamentals Circuit Board trainers were purchased and integrated in Summer 2022.
   d. Precision Analog Oscilloscopes and Probes were purchased and integrated for use in all semesters.
   e. An Industry 4.0 industrial robot was purchased through Festo Didactic to meet program objectives in modern automation technology.
   f. Purchased and implemented embedded microprocessor systems for ELN 232 Introduction to Microprocessors.

7. **Fire Protection Technology and Emergency Management:**
   a. The decision was made to maintain staffing in the 2021-2022 curriculum year.
   b. The National Professional Development Symposium, which is held annually at the National Fire Academy in Maryland, was converted to a virtual conference in 2021 due to COVID. This is an excellent opportunity for professional development at a reasonable cost (meal ticket and travel only) that we hope to attend again when it is offered in person in the future.

8. **Diesel and Heavy Equipment Technology:**
   a. New tools and supplies were purchased with the anticipation of running the program in Fall 2022.

9. **Welding Technology:**
   a. Eight new welding machines were purchased.
   b. Student projects included repair of broken chairs and carts, also welding of fire training prop.

      c.   The gap between the top block of the exterior wall has been enclosed to shield the students from the weather and the grinding sparks.

C. Division Objectives for the Next 1 to 2 Years

1. The Division Chair will work with Onslow County Schools CTE Director to develop pathways for high school students transitioning to Coastal Carolina Community College.
2. The Division Chair and Department Heads will assemble teams of students to compete in the SkillsUSA competition.
3. The Division Chair and Department Heads will work closely with Onslow County Schools and the Eastern North Carolina Regional Skills Center (ENCRSC) to develop pathways for trade programs.
4. Offer multiple programs to run in the afternoons and evenings to provide students a variety of options to increase enrollment.
5. Explore opportunities to start and develop new programs due to emerging demands within the trade's professions.

Nursing and Allied Health
Division Summary

I. Student Information

A. Enrollment: The associate annual unduplicated headcount for 2021-22 was 137, an 2% decrease from the previous year; diploma was 61, a 2% increase from the previous year.

B. Graduates in 2021-22 (113):

1. **Degree -** The number of associate graduates was 59, a 79% graduation rate.

2. **Diploma -** The number of diploma graduates was 54, a 90% graduation rate.

3. **Successful Placement** (88% response rate) **-** Successful placement of graduates in related employment and/or additional education was 76%. Of the 99 graduates responding to the Graduate Survey, 51 were employed in a related field and 56 were enrolled in additional education. Thirty-two students enrolled in additional education were also in related employment and not calculated in the placement rate.

4. **Certification/Licensure Results –** The first-time pass rate is 82% (75 of 92). Certification for Dental Assisting is not required; therefore, the scores are not included.

5. **Graduate Survey – 2021-22** (Out of 99 graduates responding to the survey, 87 to 93 responded to the opinion questions on the survey)

    a. **Opinion -** Graduates rated Quality of Instruction in Program Areas, Quality of Instruction in Other Courses, Overall Quality of Academic Program, Teaching Facilities, and Equipment above average.
    Student Services - Admissions Procedures, Academic Advising, Financial Aid, Veterans Affairs, Registration Procedures, and Student Activities were rated above average.
    Business Services - Business Office, College Store, Cafeteria, and Security were rated above average.
    Learning Resources Center Services - Rated above average.

    b. **Goal Accomplishment -** Of the 99 graduates responding to the survey, 95 responded to the goal accomplishment question on the survey with 93% (88 graduates) responding that they had fully accomplished their goal, 7% (7 graduates) partially accomplished their goal.

6. **Employer Satisfaction Survey** (19% response rate; 29% of graduates would not allow their employers to be contacted) - Out of 99 graduates completing the survey, 51 were in related employment. Thirty-one surveys were sent to employers and 6 (19%) surveys were returned. Some surveys were not mailed to employers due to the lack of employer information (e.g. address) and some information on employment status came from instructors and the Employment Security Commission. Math Skills was rated excellent; Voc/Tech Skills, Communication Skills, Work Habits, Decision Making, and Overall Satisfaction were rated above average. 100% of employers responding said that they would hire Coastal graduates again.

C. Goal Accomplishment of Students Who Did Not Intend To Complete Program *(primary goal job enhancement in current employment or new employment, personal interest, or transfer)***:** One graduate said they fully accomplished their goal.

D. Early Leavers in 2021-22:

1. **Withdrawals from the College:** Of the 11 students withdrawing from the College, none responded to the survey.
    Goal Accomplishment of Withdrawals: N/A

2. **Changed Academic Program:** Five students changed their academic program prior to completion.

II.   Data Page

A. Total Purchases for Division and All Programs:

1. **Programs Budget:**

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2021-22	140,731	95,670	290,625	228,838	29,603	11,817
2020-21	49,359	49,358	871,890	763,747	37,800	6,744
2019-20	165,005	104,652	213,321	170,088	19,403	7,567
2018-19	116,678	8,054	246,343	241,359	24,827	7,333
2017-18	224,313	216,127	232,423	241,656	36,948	12,339

2. **Division Budget (Does Not Include Amounts Reported in Programs):**

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2021-22	0	0	5,337	1,762	1,000	0
2020-21	0	0	58,334	23,290	500	325
2019-20	0	0	5,273	2,208	500	0
2018-19	0	0	2,629	1,118	4,841	2,741
2017-18	0	0	25,266	32,105	2,100	0

B. Total Annual Unduplicated Headcount & Graduates:

1. **Associate Degree**

	Annual Undup.	No. Grad.	Total Freshmen	Grad Rate
2021-22	137	59	65	79%
2020-21	140	57	75	80%
2019-20	153	66	80	83%
2018-19	150	62	80	71%
2017-18	168	75	87	82%

Note: The graduation rate for associate degree students is calculated by dividing latest year's graduates by previous year's freshmen headcount.

2. **Diploma**

	Annual Undup.	No. Grad.	Total Freshmen	Grad Rate
2021-22	61	54	60	90%
2020-21	60	50	59	85%
2019-20	63	55	63	87%
2018-19	68	58	65	89%
2017-18	65	53	61	87%

Note: The graduation rate for diploma students is calculated by dividing the present year's graduates by present year's freshmen.

C. **Successful Placement (related employment and/or enrolled in additional education):**

Degree/ Dip/Cert	Re- sponses	Response Rate	Related Employ.	% Related Employ.	More Education	Successful Placement
2021-22	99	88%	51	52%	56	76%
2020-21	106	99%	79	75%	56	94%
2019-20	113	93%	93	82%	61	93%
2018-19	119	99%	87	73%	68	91%
2017-18	126	98%	88	70%	83	94%

2021-22 – Thirty-two students in additional education are also in related employment.
2020-21 – Thirty-five students in additional education are also in related employment.
2019-20 – Forty-nine students in additional education are also in related employment.
2018-19 – Forty-seven students in additional education are also in related employment.
2017-18 – Fifty-two students in additional education are also in related employment.

D. **Certification/Licensure Results (Does not include Dental Assisting):**

	Tested	1st Time Passed	1st Time Failed	1st Time Passing Rate
2021-22	92	75	17	82%
2020-21	76	64	12	84%
2019-20	95	81	14	85%
2018-19	89	84	5	94%
2017-18	97	87	10	90%

III. Quality Review Summary

A. Progress and Response to Objectives Set and Printed in 2020-21 DTA

1. Investigate the Hyflex option for lectures, and identify technology needs to support Hyflex courses. This will provide students access to the course material in real-time when students are unable to attend in-person sessions. **COMPLETE**
2. Discuss strategies as a division to increase employer surveys for all NAH programs. **CONTINUE**
3. Investigate strategies for increasing the Early Leaver Survey response rate. **CONTINUE**

B. Summary of Improvements/Budget Decision Based on Analysis

1. The NAH Division determined that HyFlex, although it would provide greater access for students, is not the best model for success for programs that have such a highly didactic proponent such as NAH.

C. Division Objectives for the Next 1 to 2 Years

1. Investigate strategies for increasing the Early Leaver Survey response rate.
2. Prepare materials for the EMS Program to ensure accreditation standards are met.
3. Work with various college stakeholders to ensure the Nursing SIM lab project is complete and that faculty are trained on how to use the various simulation equipment that has been received.
4. Collaborate with the Student Services staff, including the success coaches, to ensure that NAH students "stay the course" and successfully complete their program.

ACCOUNTING AND FINANCE (A25800)

Bookkeeper/Payroll Certificate (C25800B), Income Tax Preparer Certificate (C25800T), Finance Certificate (C25800F)

I. Description

The Accounting and Finance curriculum is designed to provide students with the knowledge and the skills necessary for employment and growth in the accounting and finance profession. Accountants and finance professionals assemble and analyze, process, and communicate essential information about financial operations.

Course work may include accounting, finance, ethics, business law, computer applications, financial planning, insurance, marketing, real estate, selling, and taxation. Related skills are developed through the study of communications, computer applications, financial analysis, critical thinking skills, and ethics. Graduates should qualify for entry-level accounting and finance positions in many types of organizations including accounting firms, small businesses, manufacturing firms, banks, hospitals, school systems, and governmental agencies.

II. Analysis of Desktop Audit Summary Data

A. Enrollment: The Accounting and Finance annual unduplicated headcount for 2021-22 was 67, a 26% increase from the previous year. The freshman headcount was 41, a 41% increase from the previous year.

The certificate annual unduplicated headcount for 2021-22 was 18, a 5% decrease from the previous year. The certificate freshman unduplicated headcount was 18, a 5% decrease from the previous year.

B. Graduation Rate: The Accounting and Finance graduation rate was 14%, 4 graduates; the certificate graduation rate was 94%, 17 graduates. The graduate unduplicated headcount was 18.

Goal Accomplishment of Graduates:

1. Of the 18 graduating students, 9 responded to the graduate survey. Eight graduates stated that their goal was to obtain a degree/certificate and one to enhance her job skills for a new line of work, but not to graduate.

2. Upon graduating, of those responding to the survey, 78% (7 graduates) said that they had fully accomplished their goal, and 22% (2 graduates) partially accomplished their goal.

C. Goal Accomplishment of Students Who Did Not Intend to Complete Program *(primary goal-Job enhancement in current employment or for a new field of employment, personal interest, or transfer)*: One graduate partially accomplished her goal to enhance her job skills for a new line of work, but not to graduate.

D. Early Leavers in 2021-22:

1. **Withdrawals from the College:** Of the 31 students withdrawing from the College (46% withdrawal rate), 1 responded to the Leaver survey.

   Goal Accomplishment of Withdrawals: One withdrawal responding to the Leaver survey said she partially accomplished her goal.

2. **Changed Academic Program:** Five associate students changed their academic program prior to completion. One changed to Associate in Fine Arts in Music, one changed to Information Systems, two changed to Business Administration, and one changed to Medical Office Administration.

E. Successful Placement: The related employment and/or enrolled in additional education rate of the graduates is 67%, 4 graduates in related employment and 4 graduates enrolled in additional education. Two graduates enrolled in additional education are also in related employment and not calculated in the placement rate. The one-year follow-up (Alumni Survey-Job Link) of 2020-21 graduates showed no more graduates in related employment or enrolled in additional education for a placement rate of 50%.

F. **Employer Survey Results:** *(0 surveys, 0 responses, 4 do not contact)*: The graduates checked "do not contact" their employer.

G. **Certification/Licensure:** Not applicable.

H. **Advisory Committee:** The Accounting and Finance program held a virtual Advisory Committee meeting in Spring 2022. The Committee discussed program courses and projects the students were participating in. We also discussed how members could participate in the students' experience as guest speakers in the classroom. Program marketing efforts were also discussed. Minutes were recorded and are on file with the Division office.

I. **Student Opinion Survey** (5-point scale)**:** The opinion survey reveals that:
Withdrawals rated Quality of Instruction in Program Areas and Overall Quality of Academic Program excellent; Quality of Instruction in Other Courses above average.
Graduates rated Quality of Instruction in Program Areas, Teaching Facilities, and Equipment excellent; Quality of Instruction in Other Courses and Overall Quality of Academic Program above average.

III.   Program Status & Plans - Next 1 to 2 Years: (*Faculty/Dept. Head/Division Chair Section)*

A. **Staffing:** The program is staffed with the equivalent of 2 full-time faculty with 2.73% of classes being taught by adjunct faculty.

B. **Facilities/Equipment:** The outdated overhead/smartboard was replaced.

C. **Employment Demand:**

Bookkeeping, Accounting and Auditing Clerks
Nationally, employment opportunities for bookkeepers and accounting clerks are expected to decline 3% through 2030. In North Carolina, this occupation is expected to decline 2% statewide through 2028. There are 5,860 annual vacancies expected for this occupation in North Carolina.

Average Salary	Minimum Annual/Hour	Median Annual/Hour	High Annual/Hour
National	$29,120/ $14.00	$45,560/ $21.90	$61,980/ $29.80
State	$27,740/ $13.34	$38,210/ $18.37	$59,280/ $28.50
Local	$25,790/ $12.40	$35,690/ $17.16	$49,500/ $23.80

http://www.onetonline.org

D. **Trends:**
1. "Employment of accountants and auditors is projected to grow 4 percent from 2019 to 2029, about as fast as the average for all occupations." https://www.bls.gov/ooh/business-and-financial/accountants-and-auditors.htm#tab-6

2. "Demand for accountants may lead to good prospects for entry-level positions. However, competition will be strong for jobs with the most prestigious accounting and business firms." https://www.bls.gov/ooh/business-and-financial/accountants-and-auditors.htm#tab-6

3. "About 125,700 openings for accountants and auditors are projected each year, on average, over the decade." https://www.bls.gov/ooh/business-and-financial/accountants-and-auditors.htm#tab-6

IV.   Summary Data

A. Operating Budget:

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2021-22	0	0	8,901	8,899	0	(5)
2020-21	0	0	661	576	300	300
2019-20	0	0	1,556	1,321	8	7
2018-19	0	0	378	333	0	(11)
2017-18	0	0	45	43	0	1,359

2021-22 – Costs of annual subscriptions increased.
2018-19 – Perkins Grant funds were utilized to buy supplies and pay for professional development as noted in program improvements.
2017-18 – The professional development approved funds were transferred from the Business Administration/Entrepreneurship program.
Note: Amounts can be transferred between supplies and travel.

Graduation Rate/Successful Placement Scale (Internal Benchmark)
Unsatisfactory………..Satisfactory
0-49%..............................50-100%

B. Enrollment:

1. Accounting and Finance (A25800)

	Headcount		Grads		FTE			
	Freshmen	Annual Undup.	No.	%	Fall	Spring	Summer	Total
2021-22	41	67	4	14	16.03	20.31	7.75	44.09
2020-21	29	53	9	32	12.34	17.13	6.44	35.91
2019-20	28	50	3	8	15.27	18.09	5.19	38.55
2018-19	37	37	1	N/A	7.07	11.21	3.37	21.65

2. Accounting (A25100)

	Headcount		Grads		FTE			
	Freshmen	Annual Undup.	No.	%	Fall	Spring	Summer	Total
2021-22	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019-20	0	5	3	N/A	0.70	0.41	0.19	1.30
2018-19	0	21	5	11	7.04	4.16	0.53	11.73
2017-18	45	65	13	52	18.83	15.44	3.64	37.91

3. Financial Services (A25330)

	Headcount		Grads		FTE			
	Freshmen	Ann'l Undup.	No.	%	Fall	Spring	Summer	Total
2021-22	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019-20	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2018-19	0	1	0	0	0.13	0.00	0.00	0.13
2017-18	5	9	0	0	1.56	0.98	0.25	2.79

4. Income Tax Preparer Certificate (C25800T)

	Headcount		Grads	
	Freshmen	Annual Undup.	No.	%
2021-22	7	7	7	100
2020-21	13	13	13	100
2019-20	6	6	6	100
2018-19	4	4	3	75
2017-18	13	14	13	100

5. Bookkeeper/Payroll Certificate (C25800B)

	Headcount		Grads	
	Freshmen	Annual Undup.	No.	%
2021-22	10	10	9	90
2020-21	13	13	13	100
2019-20	10	10	10	100
2018-19	5	5	4	80
2017-18	13	14	14	100+

6. Finance Certificate (C25800F)

	Headcount		Grads	
	Freshmen	Annual Undup.	No.	%
2021-22	11	11	11	100
2020-21	10	10	9	90
2019-20	7	7	7	100

C. Unduplicated Program Graduates 2021-22:

	Graduates	Accounting and Finance Degree	Income Tax Prep Cert.	Bookkeeper / Payroll Clerk Cert.	Finance Cert.
Accounting and Finance Degree	4	N/A	2	2	3
Income Tax Prep Cert.	7	2	N/A	4	4
Bookkeeper/ Payroll Clerk Cert.	9	2	4	N/A	4
Finance Cert.	11	3	4	4	N/A

Note: The table shows students who graduated with one or more credential.
Two students graduated with an Associate, Bookkeeper/Payroll Certificate, Income Tax Preparer Certificate, and Finance Certificate.

D. Job Placement Follow-Up Results:

	Re-sponses	Related Employ.	Unrelated Employ.	Un-employ.	More Educ.	Un-known	1-yr Follow-up Related Emp.
2021-22	9	4 (44%)	1	4	4	0	
2020-21	6	1 (17%)	1	4	2	0	Unch (17%)
2019-20	6	3 (50%)	3	0	2	0	Unch (50%)
2018-19	6	2 (33%)	1	3	2	0	1 (50%)
2017-18	13	8 (62%)	2	3	8	0	Unch (62%)

2021-22 – Four graduates enrolled in additional education are also in related employment.
2020-21 – Two graduates enrolled in additional education are also in related employment.
2019-20 – One graduate enrolled in additional education is also in related employment.
2017-18 – Four graduates enrolled in additional education are also in related employment.
Note: Employment percents are calculated using number of responses.

E. Student Opinion Survey Results:

Excellent	Above Avg.	Average	Below Avg.	Poor
5 - - - - - -	- - - - 4 - - - -	- - - 3 - - -	- - - 2 - - -	- - - 1

	Graduates (9 of 18)	Withdrawals (1 of 31)
Quality of Instruction In Program Areas	4.67	5.00
Quality of Instruction in Other Courses	4.44	4.00
Overall Quality of Academic Program	4.44	5.00
Teaching Facilities	4.50	N/A
Equipment	4.50	N/A

F. Employer Survey Results: (0 of 0) Evaluation of Students in Related Field Only

Employer Response to Survey Questions

1. Performance of vocational or technical skills — N/A
2. Effective communication in speaking, writing, reading and listening — N/A
3. Demonstrates the needed math skills — N/A
4. Uses information to analyze problems and make logical decisions — N/A
5. Demonstrates good work habits — N/A
6. If the need arises, would you hire a Coastal graduate in the future? — N/A
7. Overall rate of satisfaction with Coastal graduate employee — N/A

V. Quality Review Summary

A. Strengths:
1. The Accounting and Finance program has an active campus club, ABLE (Aspiring Business Leaders & Entrepreneurs), that participates in campus events such as Branch Out, Fall Festival, and Spring Fling.
2. Students stay current with new technology by using laptops and iPads purchased for the curriculum in order to access various accounting and business applications.
3. Twelve-week ACC 120 Principles of Financial Accounting and BUS 110 Introduction to Business courses were successfully added to the schedule.
4. All program courses can be delivered 100% online.
5. Full-time instructors are program advisors.
6. The student success coach is utilized in order to help decrease the withdrawal rate.
7. Use mixed media methods to engage students in both seated and online courses.
8. Full-time instructors participated in the annual Onslow County High School Career Day.

B. Weaknesses:
1. Attracting and obtaining adjunct instructors with a higher-level Accounting degree.
2. BT 103 has an outdated smartboard that needs to be replaced.
3. Difficulty in attracting new students due to limited course offerings.

C. Progress and Response to Objectives Set and Printed in 2020-21 DTA:
1. Participate in and broadcast a fashion show demonstrating how to dress for a professional interview. **COMPLETE AND ONGOING**
2. Plan a Professional Clothing Drive, raising funds for an Accounting and Finance and/or Business Administration student in good standing for the College Foundation to be used as a scholarship. **COMPLETE AND ONGOING**
3. Create a short film showing upcoming graduates how affordable professional interview attire can be acquired. **COMPLETE**
4. Update curriculum marketing materials. **COMPLETE**
5. Add additional 12-week courses (ACC 121 Principles of Managerial Accounting) to the schedule. **COMPLETE**
6. Communicate with students who have applied to the program but have not yet been accepted. **COMPLETE AND ONGOING**

7. Schedule New Student Orientation sessions where students are guided through the registration process. **COMPLETE**
8. Hire PASS Leader and/or accounting tutor for ACC 120 Principles of Financial Accounting. **COMPLETE AND ONGOING**
9. Schedule instructors to attend the online Instructors' Academy to improve the quality of instruction. **COMPLETE AND ONGOING**
10. Implement new strategies designed to reduce the high withdrawal rate from the program. **CONTINUE AS REVISED**

D. Summary of Improvements and/or Budget Decisions Based On Analysis:
1. Met with counselors and distributed marketing materials.
2. Contacted students who showed an interest in program areas.
3. Updated accounting software and subscriptions.
4. Tutoring sessions were held for ACC 120 Principles of Financial Accounting and ACC 130 Business Income Taxes to increase the students' success.

E. Program Objectives/Actions for the Next 1 to 2 Years:
1. Contact the students who withdraw from the program to determine their reason for withdrawal.
2. Complete program evaluations for students during the advising process each semester.
3. Implement strategies to increase graduate and employer survey completion.
4. Communicate with local business owners to increase related job placement.
5. Add program certificates for Career and College Promise students.
6. Offer courses so students can complete the program 100% online to meet student needs.
7. Distribute program newsletter to all current students and members of the advisory committee.

F. Program/Student Learning Outcomes at Program Completion:

92.3%
1. Graduates of the Accounting and Finance program will demonstrate proficiency in the major subject area. The average project score will be 60% or higher on a capstone student learning project administered near the end of the sophomore year in the capstone course, ACC 221 Intermediate Accounting II. The project is intended to give students practical, hands-on experience while completing real business forms. The project will be written and all required journal, ledgers, and forms will be evaluated by the capstone course instructor.

2. Graduates of the Accounting and Finance program will be employed in the field.
67%
    a. 50% of the graduates of the Accounting and Finance program responding to the Graduate/Completer Survey will report employment in the field or pursuing further education.
50%
    b. 50% of the previous year graduates of the Accounting and Finance program responding to the Alumni Survey distributed one year after graduation will report employment in the field or continuing their education.

3. Employers of the Accounting and Finance program graduates will rate the technical and academic skills of the employees as above average.
1. N/A
2. N/A
3. N/A
    a. The Employer Survey conducted each year will rate the graduates as above average on the three course area performance (competency) survey questions. "Above average" is higher than a 3.0 on a 5-point scale; however, if any of the three survey questions has an individual rating below 3.0, that individual course area performance will be reviewed further.
N/A
    b. 90% the respondents to an Employer Survey will respond that they would employ future graduates of the Accounting and Finance program if a position were available.

Student Outcomes/Competency Evaluation:
The student outcomes/student competency is measured in a capstone class, ACC 221 Intermediate Accounting II, which is a class during the last semester of the program. In this class, a comprehensive student project is administered in which students complete both in-class and outside of class. The project is designed so that students get practical, hands-on experience while accounting for a month's worth of transactions for a wholesaling company. Students are required to journalize all transactions in journals, post to the General Ledger, as well as complete all necessary business forms, and finally prepare the Income Statement, Balance Sheet, and Statement of Cash Flows.
The method of evaluation utilizes internal evaluation by the course instructor.

Capstone Course
ACC 221 Intermediate Accounting II

Grade Distribution		
Grade	**# of Students**	**%**
A	4	30.8%
A-	1	7.7%
B+	1	7.7%
B	1	7.7%
B-	2	15.4%
C+	2	15.4%
C	1	7.7%
D-	1	7.7%
	13	
Retention Rate:		100%

Graduates	
# of Students	**Term**
4	2022SP

AIR CONDITIONING, HEATING, AND REFRIGERATION TECHNOLOGY (A35100)

Air Conditioning, Heating, and Refrigeration (D35100),
Basic Refrigeration (C35100B), Heating and Cooling Systems (C35100C),
HVAC Designs and Installation (C35100D), Comfort Cooling (C35100E), and Residential Technician (C35100R)

I.   Description

The Air Conditioning, Heating, and Refrigeration Technology curriculum provides the basic knowledge to develop skills necessary to work with residential and light commercial systems. Topics include mechanical refrigeration, heating and cooling theory, electricity, controls, and safety. The diploma program covers air conditioning, furnaces, heat pumps, tools, and instruments. In addition, the A.A.S. degree covers residential building codes, residential system sizing, and advanced comfort systems. Diploma graduates should be able to assist in the start-up, preventive maintenance, service, repair, and/or installation of residential and light commercial systems. A.A.S. degree graduates should be able to demonstrate an understanding of system selection and balance, and advanced systems.

II. Analysis of Desktop Audit Summary Data

A. Enrollment: The Associate (A35100) annual unduplicated headcount for 2021-22 was 20, a 5% increase from the previous year. Summer and Fall freshman headcount was 11, a 8% decrease from the previous year.
The Diploma (D35100) annual unduplicated headcount was 16, a 45% increase from the previous year. The Summer and Fall freshman headcount was 14, a 40% increase from the previous year.
The Basic Refrigeration (C35100B) annual unduplicated headcount was 10, an 33% decrease from the previous year. The Summer and Fall freshman headcount was 10, an 33% decrease from the previous year.
The Heating and Cooling Systems (C35100C) annual unduplicated headcount was 11, an 15% decrease from the previous year. The Summer and Fall freshman headcount was 11, an 15% decrease from the previous year.
The HVAC Designs and Installation (C35100D) annual unduplicated headcount was 7, a 17% increase from the previous year. The Summer and Fall freshman headcount was 7, a 17% increase from the previous year.
The Comfort Cooling (C35100E) annual unduplicated headcount was 10, a 33% decrease from the previous year. The Summer and Fall freshman headcount was 10, a 33% decrease from the previous year.
The Residential Technician (C35100R) annual unduplicated headcount was 10, an 33% decrease from the previous year. The Summer and Fall freshman headcount was 10, a 33% decrease from the previous year. Those AHR courses without prerequisites are made available for Continuing Education enrollment as well as Curriculum enrollments.

B. Graduation Rate: The associate graduation rate was 50%, 6 graduates; Diploma was 79%, 11 graduates; Basic Refrigeration was 100%, 10 graduates; Heating and Cooling Systems was 100%, 11 graduates; HVAC Designs and Installation was 100%, 7 graduates; Comfort Cooling was 100%, 10 graduates; and Residential Technician was 100%, 10 graduates. The graduate unduplicated headcount is 19.

Goal Accomplishment of Graduates: The program is fulfilling its purpose because:

1. Of the 19 graduating students, 13 responded to the graduate survey. Ten graduates stated that their goal was to obtain a degree/diploma/certificate.

2. Upon graduating, 62% (8 graduates) of those responding to the survey said that they had fully accomplished their goal and 15% (2 graduates) said they partially accomplished their goal.

C. Goal Accomplishment of Students Who Did Not Intend to Complete Program *(primary goal-Job enhancement in current employment or for a new field of employment, personal interest, or transfer)***:**
N/A

D. **Early Leavers in 2021-22:**
1. **Withdrawals from the College:** Of the 9 (6 associate, 3 diploma) students withdrawing from the College (25% withdrawal rate), one responded to the Leaver survey.
   Goal Accomplishment of Withdrawals: One withdrawal responding to the Leaver survey said he partially accomplished his goal.
2. **Changed Academic Program:** Two students changed their academic program prior to completion. One to Computer Programming and Development and one to Associate in Arts.

E. **Successful Placement:** The related employment and/or enrolled in additional education rate of the graduates responding to the survey is 69%, 3 in related employment and 6 enrolled in additional education. The one-year follow-up (Alumni Survey-Job Link) of 2020-21 graduates showed no more graduate in related employment or enrolled in additional education for a placement rate of 70%.

F. **Employer Survey Results** *(2 surveys, 0 responses, 1 do not contact)***:** The employers did not respond to the Employer survey.

G. **Certification/Licensure:** To work on stationary air conditioners and refrigeration systems, individuals must be certified under Section 608 of the Clean Air Act. For 2021-22, 90% of diploma and A.A.S. completers obtained EPA refrigerant technician certification in at least one type (I, II, III, or Universal) classification.

H. **Advisory Committee:** The Advisory Committee did not meet during 2021-22. The Department Head contacted current members and discovered some had retired or changed employment status. The Department Head is in the process of revitalizing remaining membership and identifying local industry representatives for potential committee expansion during 2022-23.

I. **Student Opinion Survey** (5-point scale)**:** The opinion survey reveals that:
Withdrawals rated Quality of Instruction in Program Areas, Quality of Instruction in Other Courses, Overall Quality of Academic Program, Teaching Facilities, and Equipment excellent.
Graduates rated Quality of Instruction in Program Areas excellent; Quality of Instruction in Other Courses, Overall Quality of Academic Program, Teaching Facilities, and Equipment above average.

III. Program Status & Plans - Next 1 to 2 Years: (*Faculty/Dept. Head/Division Chair Section*)

A. **Staffing:** Staffing meets SACSCOC requirements with one full-time faculty member; however, this position teaches both first and second-year courses of the AAS program at overload each semester. At this time, the evening program is not offered.

B. **Facilities/Equipment:**

During 2020-21, updates were made to lab equipment including five (propane and natural) gas furnaces, five 14-SEER split systems, and five 14-SEER condensing units. These support residential and light commercial applications. A Sub-Zero freezer and an undercounter combination refrigerator-freezer were purchased to support instruction of commercial refrigeration applications.

In Spring 2022, a Residential Heat Pump Trainer system was purchased and incorporated into instruction. Located inside the lab, this trainer system allows students the opportunity to visualize heat pump system operation and develop fundamental skills, practice troubleshooting, or enhance skill remediation regardless of the outdoor weather conditions. In addition, advanced students can practice and develop higher-level problem-solving techniques and skills.

AC servicing tools to support lab instruction were updated. Servicing and testing tools include refrigerant recovery pumps, digital micron gauges, system evacuation kits, and testing equipment. Integration of these items helps to simulate workplace skills with current technology used by HVAC field technicians.

One continuing facility concern is the need for an appropriate awning or covering for the outside area utilized as instructional lab space. Exposure to the elements severely restricts instructional activities during inclement weather, as well as additional student practical application and remediation, as needed. When weather conditions are not favorable, it limits instruction to indoor space and the opportunity to undertake many disciplines associated with the HVACR trade. Because there is limited access to safe, outdoor instructional space, electronic student trainers, such as the Heat Pump Trainer purchased in Spring 2022, are advantageous to support skills development. Additional systems are needed, including an AC & Refrigeration Trainer and Commercial Refrigeration Trainer to support HVACR competency instruction and mastery.

C. **Employment Demand:**
Air Conditioning, Heating, and Refrigeration:
Nationally, employment opportunities for HVAC technicians are expected to increase 5% through 2030. In North Carolina, this occupation is expected to grow 16% statewide through 2028. There are 1,950 annual vacancies expected for this occupation in North Carolina.

Average Salary	Minimum Annual/Hour	Median Annual/Hour	High Annual/Hour
National	$34,320/$16.50	$48,630/$23.38	$78,210/$37.60
State	$30,290/$14.56	$47,330/$22.76	$63,740/$30.64
Local	$29,310/$14.09	$46,980/$22.59	$68,490/$32.93

http://www.onetonline.org

D. **Trends**: The future for Air Conditioning, Heating, & Refrigeration Technology graduates continues to look bright with current and emerging issues ensuring high demand for technicians in the field. Concern for indoor air quality, desire for environmentally friendly "green" efficient products, such as equipment with higher SEER ratings, and a reduction of a carbon footprint require the program to maintain current practices and equipment to prepare graduates to be successful in the trade.

IV. Data Page
A. **Operating Budget:**

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2021-22	0	0	26,650	24,480	0	0
2020-21	0	0	75,546	59,924	0	0
2019-20	0	0	39,211	31,646	0	0
2018-19	0	0	22,544	18,883	0	0
2017-18	0	0	30,842	21,654	0	(6)

2021-22 – Heat Pump Trainer system was purchased with Perkins Grant funds.
2019-20 – New Generation Heat Pump was purchased with Perkins Grant funds.

Graduation Rate/Successful Placement Scale (Internal Benchmark)
Unsatisfactory   Satisfactory
0-49%................................50-100%

B. **Enrollment:**

1. **Associate (A35100)**

	Headcount		Grads		FTE			
	(Sum-Fall) FRS	Annual Undup.	No.	%	Fall	Spring	Summer	Total
2021-22	11	20	6	50	11.28	7.81	2.63	21.72
2020-21	12	19	5	45	9.53	9.59	4.41	23.53
2019-20	11	21	8	73	11.66	9.56	2.63	23.85
2018-19	11	22	8	44	13.69	9.53	3.94	27.16
2017-18	18	28	6	38	14.09	10.94	5.91	30.94

2. **Diploma (D35100)**

	Headcount		Grads		FTE			
	(Sum-Fall) FRS	Annual Undup.	No.	%	Fall	Spring	Summer	Total
2021-22	14	16	11	79	4.59	2.00	1.88	8.47
2020-21	10	11	8	80	3.66	2.81	2.47	8.94
2019-20	12	12	9	75	1.88	2.59	1.44	5.91
2018-19	11	11	9	82	1.38	0.91	0.44	2.73
2017-18	10	11	8	80	0.00	0.56	0.50	1.06

3. Basic Refrigeration Certificate (C35100B)

	Headcount		Grads	
	(Sum-Fall) FRS	Annual Undup.	No.	%
2021-22	10	10	10	100
2020-21	15	15	15	100
2019-20	8	8	8	100
2018-19	9	9	9	100
2017-18	13	13	13	100

4. Heating and Cooling Systems Certificate (C35100C)

	Headcount		Grads	
	(Sum-Fall) FRS	Annual Undup.	No.	%
2021-22	11	11	11	100
2020-21	13	13	13	100
2019-20	8	8	8	100
2018-19	9	9	9	100
2017-18	12	12	12	100

5. HVAC Designs and Installation Certificate (C35100D)

	Headcount		Grads	
	(Sum-Fall) FRS	Annual Undup.	No.	%
2021-22	7	7	7	100
2020-21	6	6	6	100
2019-20	8	8	8	100
2018-19	8	8	8	100
2017-18	8	8	8	100

Note: This certificate is offered every other year in the evening program.

6. Comfort Cooling Certificate (C35100E)

	Headcount		Grads	
	(Sum-Fall) FRS	Annual Undup.	No.	%
2021-22	10	10	10	100
2020-21	15	15	15	100
2019-20	11	11	10	91
2018-19	10	10	10	100
2017-18	13	13	13	100

7. Residential Technician Certificate (C35100R)

	Headcount		Grads	
	(Sum-Fall) FRS	Annual Undup.	No.	%
2021-22	10	10	10	100
2020-21	15	15	15	100
2019-20	8	8	8	100
2018-19	9	9	9	100
2017-18	12	12	12	100

C. **Unduplicated Program Graduates 2021-22**

	Graduates	Associate	Diploma	C35100B	C35100C	C35100D	C35100E	C35100R
Associate	6	N/A	6	0	0	6	0	0
Diploma	11	6	N/A	2	3	7	2	2
C35100B	10	0	2	N/A	10	0	10	10
C35100C	11	0	3	10	N/A	0	10	10
C35100D	7	6	7	0	0	N/A	0	0
C35100E	10	0	2	10	10	0	N/A	10
C35100R	10	0	2	10	10	0	10	N/A

Note: The table shows students who graduated with one or more credential.

D. **Job Placement Follow-Up Results:**

	Re-sponses	Related Employ.	Unrelated Employ.	Un-employ.	More Educ.	Un-known	1-yr Follow-up Related Emp.
2021-22	13	3 (23%)	2	5	6	0	
2020-21	10	6 (60%)	4	0	1	0	Unch (60%)
2019-20	11	7 (64%)	1	3	4	0	Unch (64%)
2018-19	19	8 (42%)	0	11	9	0	1 (47%)
2017-18	18	4 (22%)	5	9	7	0	1 (28%)

2019-20 – Two students in related employment are also enrolled in additional education.
Note: Employment status percents are calculated using the number of responses divided by number in related employment.

E. **Student Opinion Survey Results:**

Excellent	Above Avg.	Average	Below Avg.	Poor
5 - - - - - -	- - - - 4 - - - -	- - - 3 - - -	- - - 2 - - -	- - - 1

	Graduates (13 of 19)	Withdrawals (1 of 9)
Quality of Instruction in Program Areas	4.50	5.00
Quality of Instruction in Other Courses	4.11	5.00
Overall Quality of Academic Program	4.33	5.00
Teaching Facilities	4.30	5.00
Equipment	4.30	5.00

F. **Employer Survey Results (0 of 2): Evaluation of Students in Related Field Only**
Employer Response to Survey Questions

1. Performance of vocational or technical skills   N/A
2. Effective communication in speaking, writing, reading, and listening   N/A
3. Demonstrates the needed math skills   N/A
4. Uses information to analyze problems and make logical decisions   N/A
5. Demonstrates good work habits   N/A
6. If the need arises, would you hire a Coastal graduate in the future?   N/A
7. Overall rate of satisfaction with Coastal graduate employee   N/A

V.   Quality Review Summary

A. **Strengths:** The Department Head continues to examine the program and equipment requirements to stay current with technology utilized by local and regional employers.

The program incorporates experiential learning activities on HVAC systems belonging to non-profit organizations, students, faculty, and staff. This allows students the opportunity to fully analyze and solve operational problems for various systems.

In Spring 2022, a Residential Heat Pump Trainer system was purchased and incorporated into instruction. Located inside the lab, this trainer system allows students the opportunity to visualize heat pump system operation and develop fundamental skills, practice troubleshooting, or enhance skill remediation regardless of the outdoor weather conditions. In addition, advanced students can practice and develop higher-level problem-solving techniques and skills.

During 2020-21, updates were made to lab equipment including five (propane and natural) gas furnaces, five 14-SEER split systems, and five 14-SEER condensing units. These support residential and light commercial applications. A Sub-Zero freezer and an undercounter combination refrigerator-freezer were purchased to support instruction of commercial refrigeration applications. A Basic Refrigeration trainer was purchased and is being utilized by students to provide skill development, technical problem-solving, and remediation as needed.

Job opportunities in this field continue to be strong, with more technicians expecting to retire or leave the industry than those entering. The program continues to attract a full class of qualified students into the day program. The flexibility of the curriculum with five certificates, a diploma, and an Associate in Applied Science degree provides graduates with the fundamentals required to seek employment in a wide range of HVACR specialties.

A new generation heat pump and air handler are utilized by students. A 200-amp electric panel allows all equipment to operate at full capacity to simulate realistic student experience for system operation, troubleshooting and analysis. A new large-capacity ice machine is also available for student instruction.

An industry-recognized credential, NATE (North American Technician Excellence), was offered Spring 2022. Four individuals tested and all passed. Individuals with certification experience higher entry-level wages. A NATE certification would be beneficial to AAS graduates choosing to participate in the testing.

B. Weakness:
One continuing facility concern is the need for an appropriate awning or covering for the outside area utilized as instructional lab space. Exposure to the elements severely restricts instructional activities during inclement weather, as well as additional student practical application and remediation, as needed. When weather conditions are not favorable, it limits instruction to indoor space and the opportunity to undertake many disciplines associated with the HVACR trade. Because there is limited access to safe, outdoor instructional space, electronic student trainers, such as the Heat Pump Trainer purchased in Spring 2022, are advantageous to support skills development. Additional systems are needed, including an AC & Refrigeration Trainer and Commercial Refrigeration Trainer to support HVACR competency instruction and mastery.

Interest in an evening program or training is uncertain. Exploration of interest in curriculum or Continuing Education course offerings is in initial stages.

Advisory Committee membership needs revitalization as well as additional membership representing the local businesses.

Additional efforts are needed to encourage program graduates to inform Department Head (and Institutional Effectiveness Office) of changes in employment status. At the time students complete Application for Graduation, most are not yet employed, and forget to update records after graduation and new employment.

C. Progress and Response to Objectives Set and Printed in 2020-21 DTA
1. Identify and implement strategies to ascertain the target market for an evening program. The exploration of possible offerings will include curriculum and Continuing Education training. **CONTINUE** – Initial efforts of course exploration are in planning stages.
2. Investigate options for an outside classroom space, including an awning, safety bollards, and re-direction of traffic. **CONTINUE** – Fiscal resources to complete this objective are not available at this time.
3. Investigate the procurement and integration of electronic trainers, including an AC Trainer, Heat Pump Trainer, and Commercial Refrigeration Trainer to use inside the existing lab to facilitate competency mastery, problem solving and enrich student analysis of system processes. These are needed due to limited safe, non-weather dependent outdoor instructional space. **CONTINUE AS REVISED** – A Residential Heat Pump Trainer was purchased (using Perkins Grant funds) and incorporated into instruction Spring 2022.

4. Department Head will review high school CTE courses offered at the Eastern North Carolina Regional Skills Center (ENCRSC) for development of a 9-14 career pathway and evaluate courses for possible articulation. **CONTINUE** – Course review has not yet been completed; change in faculty at ENCRSC. However, Career Pathways have been identified for ENCRSC students in the following areas: Electrical Trades to AHR Associate in Applied Science and HVACR to AHR Associate in Applied Science.
5. Update key AC servicing tools to support lab instruction. Servicing and testing tools include refrigerant recovery pumps, digital micron gauges, system evacuation kits, and testing equipment. **COMPLETE** – Additional upgrades and replacements may be needed in the future as part of regular budgetary planning.
6. Explore the ability to provide NATE (North American Technician Excellence) certification testing opportunities for AAS program graduates, to include certification of the Department Head as a NATE instructor. This would enhance entry-level wages for program graduates. **COMPLETE** – The Instructor has completed credential training and the certification testing was offered Spring 2022 with four individuals testing and passing.
7. Identify a possible adjunct instructor to reduce overload. **COMPLETE**

D. Summary of Improvements and/or Budget Decisions Based On Analysis
1. Residential Heat Pump Trainer system purchased (Perkins Grant funds) and incorporated into instruction during Spring 2022.
2. Career Pathways have been identified and mapped for ENCRSC students in two areas that lead to the AHR AAS program: Electrical Trades to AHR Associate in Applied Science and HVACR to AHR Associate in Applied Science.
3. Key AC servicing and testing tools to support lab instruction were updated to include refrigerant recovery pumps, digital micron gauges, system evacuation kits, and testing equipment.
4. AHR Department Head/Instructor has completed credential training for NATE (North American Technician Excellence). Certification testing was offered Spring 2022 with four individuals testing and passing.
5. An adjunct instructor qualified to teach within the degree program has been identified (and utilized Fall 2022).

E. Program Objectives/Action for the Next 1 to 2 Years
1. Identify and implement strategies to ascertain the target market for an evening program. The exploration of possible offerings will include curriculum and Continuing Education training.
2. Investigate options for an outside classroom space, including an awning, safety bollards, and re-direction of traffic.
3. Investigate the procurement and integration of electronic trainers, including an AC Trainer and Commercial Refrigeration Trainer to use inside the existing lab to facilitate competency mastery, problem solving and enrich student analysis of system processes. These are needed due to limited safe, non-weather dependent outdoor instructional space.
4. Department Head will review high school CTE courses offered at the Eastern North Carolina Regional Skills Center (ENCRSC) for development of a 9-14 career pathway and evaluate courses for possible articulation.
5. Explore revitalization of Advisory Committee membership and expansion including membership representing the local businesses.
6. Department Head will utilize additional efforts to encourage graduates to inform the department of changes in employment status. At the time students complete Application for Graduation, most are not yet employed, and forget to update records after graduation and new employment.

F. Program/Student Learning Outcomes at Program Completion
1. Graduates of the Air Conditioning, Heating, and Refrigeration Technology program will be technically proficient in the start-up, preventative maintenance, service, repair, and/or installation of residential and light commercial systems.

   100%   a. At the close of the first year, 90% of the diploma and AAS students will be able to perform the maintenance and servicing of HVAC equipment within a given period of time, as directed by the program faculty, in the course AHR 133 HVAC Servicing.

   100%   b. At the close of the final semester, 90% of the AAS graduates will be able to design a basic residential heating and cooling system with appropriate size and load calculations in the course AHR 211 Residential System Design.

2. Graduates of the AHR program will be employed in the field.

69%
a. 50% of the graduates of the AHR program responding to the Graduate/Completer Survey will report employment in a related field or pursuing further education.

70%
b. 70% of the previous year graduates of the AHR program responding to the Alumni Survey distributed one year after graduation will report employment in a related field or pursuing further education.

3. Employers of the AHR program graduates will rate the technical and academic skills of the employees as average or above.

1. N/A
2. N/A
3. N/A
a. The Employer Survey conducted each year will rate the graduates as above average on the three course area performance (competency) survey questions. "Above average" is higher than a 3.0 on a 5-point scale; however, if any of the three survey questions has an individual rating below 3.0, that individual course area performance will be reviewed further.

N/A
b. 80% of the respondents to an Employer Survey conducted each year will respond that they would employ future graduates of the AHR program.

Student Outcomes/Competency Evaluation:

The student outcomes/student competency is measured in two capstone courses (AHR 133 HVAC Servicing and AHR 211 Residential System Design) which assess competencies in the final semester of the one-year diploma program and the final semester of the AAS program. In these classes, comprehensive laboratory and field experiences, as well as computer simulation, are utilized to assess the technical proficiency of the student based on their performance. Each capstone course includes critical thinking and complex problem solving activities, demonstrating students' comprehensive knowledge of fundamental heating, air conditioning, and refrigeration theory. This method of evaluation utilizes internal evaluation by the program faculty.

Capstone Courses
AHR 133 HVAC Servicing

AHR 133

Grade Distribution				Graduates	
Grade	# of Students	%		# of Students	Term
A	6	60%		2	2022SU
B	2	20%			
C+	1	10%			
C	1	10%			
	10				
Retention Rate:		100%			

AHR 211 Residential System Design

AHR 211

Grade Distribution				Graduates	
Grade	# of Students	%		# of Students	Term
A	7	100%		6	2022SP
	7				
Retention Rate:		100%			

ARCHITECTURAL TECHNOLOGY (A40100)

Architectural Technology Diploma (D40100), Architectural Drafting and Design I Certificate (C40100), Architectural Drafting and Design II Certificate (C40100A), and Digital Design Certificate (C40100B)

I. Description

The Architectural Technology curriculum prepares individuals to assist architects, engineers, and construction professionals in developing plans and related documentation for residential and commercial projects in both the private and public sectors. The program of study includes instruction in architectural drafting, computer-assisted drafting, construction materials and methods, environmental systems, codes and standards, structural principles, cost estimation, planning, graphics, and presentation.

II. Analysis of Desktop Audit Summary Data

A. Enrollment: The associate (A40100) annual unduplicated headcount for 2021-22 was 21, a 17% increase from the previous year. The Fall freshmen headcount was 14, a 17% increase from the previous year.

The diploma (D40100) annual unduplicated headcount for 2021-22 was 11, a 10% increase from the previous year. The Fall freshmen headcount was 10, with no change from the previous year.

The Architectural Drafting and Design I certificate (C40100) annual unduplicated headcount for 2021-22 was 12, a 33% increase from the previous year. The Fall freshmen headcount was 12, a 33% increase from the previous year.

The Architectural Drafting and Design II certificate (C40100A) annual unduplicated headcount for 2021-22 was 9, a 13% increase from the previous year. The Fall freshmen headcount was 9, a 13% increase from the previous year.

The Digital Design certificate (C40100B) annual unduplicated headcount for 2021-22 was 10, a 25% increase from the previous year. The Fall freshmen headcount was 10, a 25% increase from the previous year.

B. Graduation Rate: The associate graduation rate was 50%, with 6 graduates. The diploma graduation rate was 90%, with 9 graduates. The Architectural Drafting and Design I certificate graduation rate was 100%, with 12 graduates. The Architectural Drafting and Design II certificate graduation rate was 100%, 9 graduates. The Digital Design certificate graduation rate was 100%, 10 graduates. The graduate unduplicated headcount was 18.

Goal Accomplishment of Graduates: The program is fulfilling its purpose because:

1. Of the 18 graduating students, 5 responded to the graduate survey. All graduates stated their goal was obtaining a degree/diploma/certificate.

2. Upon graduating, 100% (5 graduates) responded that they had fully accomplished their goal.

C. Goal Accomplishment of Students Who Did Not Intend to Complete Program (*primary goal-job enhancement in current employment or for a new field of employment, personal interest, or transfer*)**:** N/A

D. Early Leavers in 2021-22:

1. **Withdrawals from the College:** Of the 4 associate students withdrawing from the College (19% withdrawal rate), none responded to the Leaver survey.

   Goal Accomplishment of Withdrawals: Withdrawals did not respond to the Leaver survey.

2. **Changed Academic Program:** Two students changed their academic program prior to completion to Associate in Arts.

E. Successful Placement: The related employment and/or enrolled in additional education rate of the graduates responding to the survey is 80%, 0 in related field and 4 enrolled in additional education. The one-year follow-up (Alumni Survey-Job Link) of 2020-21 graduates showed no more graduates in related employment or enrolled in additional education for a placement rate of 93%.

F. Employer Survey Results: (*0 surveys, 0 responses*): The graduates are not in related employment.

G. **Certification/Licensure:** Not applicable. However, follow-on certification can be achieved through industry-affiliated organizations such as Autodesk University, Vectorworks University, and the American Institute of Architects. Many of these certifications, courses, and workshops count directly toward a student's accreditation within their chosen field after graduation.

H. **Advisory Committee:** The Advisory Committee did not meet during this timeframe due to COVID and obtaining the required attendance of members.

I. **Student Opinion Survey** (5-point scale): The opinion survey reveals that:
   Withdrawals did not rate services.
   Graduates rated Quality of Instruction in Program Areas, Quality of Instruction in Other Courses, and Overall Quality of Academic Program excellent; Teaching Facilities and Equipment above average.

III. Program Status & Plans - Next 1 to 2 Years (Faculty/Dept. Head/Division Chair Section)

A. **Staffing:** The program has two SACSCOC-qualified full-time instructors, one of whom was added in a temporary status beginning in Spring 2022. This instructor assumed a permanent status beginning in the Fall of 2022.

B. **Facilities/Equipment:** <u>The Manual Drafting Lab (T102):</u> The Manual Drafting Lab has been deemed outdated. This is due to the fact that the majority of those in the field no longer use the hand drafting technique to perform their duties. Currently, local high school Architecture Programs, the 12 other North Carolina community colleges that offer an Architectural Technology program, and East Carolina University (ECU), offer little more than a single class devoted to hand drafting concepts and their methodologies. This is reflected in our annual Trades Day competition (complete removal of hand drafting as a skilled trade competition), as well as conversations currently taking place with ECU. Therefore, the Manual Drafting Lab must see a refit and a modernization to meet current trade-specific standards.

Furthermore, the desks are weak from years of use. In fact, many of them have structural issues that can cause them to fall shut while in use. This is not only a safety hazard, but it is also a major contributor to the excess use of paper and equipment within the department. Factors such as "shaky tables" are often cited as a reason for mishaps while hand drafting. Lastly, we do not have the adequate amount of seating required for each drafting table. Currently, we have 15 tables with adequate seating for 13 of them.

<u>Computer Aided Drafting and Design Lab (T133B):</u> Our program utilizes multiple programs such as Autodesk's AutoCAD, AutoCAD Architecture, AutoCAD Engineering, AutoCAD Electrical, Inventor, Fusion 360, and Revit. These programs are designed to give basic skills required by the multiple fields our students may find themselves in. The aforementioned programs offer our students the ability to incorporate Building Information Modeling (BIM) technology in the design process, cost estimate, and rendering phases of the students' education pathways. This approach leads to unmatched detail, scientific data collection, and site modification long before the site is developed for use.

However, the current computers in the CAD Lab (T133B) are reaching their end of usefulness. After a great deal of research (price comparison/functional parameters), it must be noted that these systems are too expensive to retrofit. This is due to the extreme cost of graphics cards and the expense of additional Random Access Memory (RAM). At this point in time, our computers are operating GeForce 1080 graphics cards. These cards are currently three generations old and cost $1,199.00 per unit (17 total units) to replace with a GeForce RTX 4080. Moreover, our current computers require an upgraded RAM of no less than 64 gigabytes (GB). These range from $250 to $450 per pair sold (two DDR5 32 GB RAM cards). We will need 17 pairs of these cards to satisfy the department's long-term needs. However, these computers will no longer be upgradeable past Windows 10. This is due to a motherboard compatibility issue. With the rising cost of individual components and looming compatibility issues, it is in the College's best interest to replace all 17 computers in T133B as well as order an additional 12 computers to assist in our transition from a hand drafting-centered program to a modernized computer-based one.

A Glowforge Laser Cutter/Engraver was added to our department using Perkins Grant funding (Spring 2022). This system allows our students to laser engrave designs, build models, and conceptualize different building techniques using physical modeling.

C. Employment Demand:

Nationally, employment opportunities for architectural drafters are expected to decrease 1% through 2030. In North Carolina, this occupation is expected to increase 4% through 2028. There are 300 annual vacancies expected for this occupation in North Carolina.

Average Salary	Minimum Annual/Hour	Median Annual/Hour	High Annual/Hour
National	$37,370/$17.96	$60,340/$29.01	$80,560/$38.73
State	$36,900/$17.74	$58,410/$28.08	$77,760/$37.39
Local	N/A	N/A	N/A

http://www.onetonline.org

D. Trends:

The demand for green and sustainable building designs and practices is anticipated to continue. This program will continue to ensure that students receive current practices and strategies incorporated into instruction.

IV. Data Page

A. Operating Budget:

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2021-22	0	0	5,660	5,430	0	0
2020-21	0	0	84,969	80,121	0	0
2019-20	9,075	9,075	4,697	4,694	594	593
2018-19	0	0	4,661	4,669	1,033	668
2017-18	0	0	6,157	6,178	0	0

2020-21 – The computers in the CAD lab were replaced.

Graduation Rate/Successful Placement Scale (Internal Benchmark)
Unsatisfactory   Satisfactory
0-49%..50-100%

B. Enrollment:

1. Associate (A40100)

	Headcount		Grads		FTE			
	Fall FRS	Annual Undup.	No.	%	Fall	Spring	Summer	Total
2021-22	14	21	6	50	13.56	11.97	4.78	30.31
2020-21	12	18	6	67	11.56	11.06	3.56	26.18
2019-20	9	13	4	50	8.41	9.53	3.00	20.94
2018-19	8	15	5	50	9.26	9.84	2.38	21.48
2017-18	10	15	3	43	9.66	9.97	3.91	23.54

2. Diploma (D40100)

	Headcount		Grads		FTE			
	FRS	Annual Undup.	No.	%	Fall	Spring	Summer	Total
2021-22	10	11	9	90	0.56	0.75	0.00	1.31
2020-21	10	10	8	80	0.94	1.19	0.00	2.13
2019-20	6	6	5	83	0.59	0.75	0.00	1.34
2018-19	6	6	6	100	0.00	0.00	0.00	0.00
2017-18	5	5	5	100	0.00	0.00	0.00	0.00

3. Architectural Drafting and Design I Certificate (C40100)

	Headcount		Grads	
	FRS	Annual Undup.	No.	%
2021-22	12	12	12	100
2020-21	9	9	9	100
2019-20	12	12	11	92
2018-19	4	4	4	100
2017-18	8	8	8	100

4. Architectural Drafting and Design II Certificate (C40100A)

	Headcount		Grads	
	FRS	Annual Undup.	No.	%
2021-22	9	9	9	100
2020-21	8	8	8	100
2019-20	6	6	6	100
2018-19	4	4	4	100
2017-18	7	7	7	100

5. Digital Design Certificate (C40100B)

	Headcount		Grads	
	FRS	Annual Undup.	No.	%
2021-22	10	10	10	100
2020-21	8	8	8	100
2019-20	5	5	5	100
2018-19	6	6	6	100
2017-18	5	5	5	100

C. Unduplicated Program Graduates 2021-22:

	Graduates	Associate	Diploma	Drafting & Design I Cert.	Drafting & Design II Cert.	Digital Design Cert.
Associate	6	N/A	0	0	0	0
Diploma	9	0	N/A	9	9	9
Drafting & Design I Cert.	12	0	9	N/A	9	10
Drafting & Design II Cert.	9	0	9	9	N/A	9
Digital Design Cert.	10	0	9	10	9	N/A

Note: The table shows students who graduated with one or more credential.
Nine students graduated with a Diploma, Drafting & Design I Certificate, Drafting & Design II Certificate, and Digital Design Certificate.

D. Job Placement Follow-Up Results:

	Re-sponses	Related Employ.	Unrelated Employ.	Un-employ.	More Educ.	Un-known	1-yr Follow-up Related Emp.
2021-22	5	0 (0%)	2	3	4	0	
2020-21	14	2 (14%)	0	2	13	0	Unch (14%)
2019-20	2	2 (100%)	0	0	0	0	Unch (100%)
2018-19	8	3 (38%)	4	0	5	0	1 (50%)
2017-18	3	2 (67%)	1	0	1	0	Unch (67%)

2020-21 – Two graduates enrolled in additional education are also in related employment.
2018-19 – One graduate enrolled in additional education is also in related employment.
Note: Employment status percentages are calculated using number of responses.

E. Student Opinion Survey Results:

Excellent	Above Avg.	Average	Below Avg.	Poor
5 - - - - - -	- - - - 4 - - - -	- - - 3 - - -	- - - 2 - - -	- - - 1

	Graduates (5 of 18)	Withdrawals (0 of 4)
Quality of Instruction in Program Areas	4.80	N/A
Quality of Instruction in Other Courses	5.00	N/A
Overall Quality of Academic Program	4.80	N/A
Teaching Facilities	4.00	N/A
Equipment	3.80	N/A

F. Employer Survey Results (0 of 0): Evaluation of Students in Related Field Only

Employer Response to Survey Questions

1. Performance of vocational or technical skills	N/A
2. Effective communication in speaking, writing, reading and listening	N/A
3. Demonstrates the needed math skills	N/A
4. Uses information to analyze problems and make logical decisions	N/A
5. Demonstrates good work habits	N/A
6. If the need arises, would you hire a Coastal graduate in the future?	N/A
7. Overall rate of satisfaction with Coastal graduate employee	N/A

V. Quality Review Summary

A. Strengths: A Glowforge Laser Cutter/Engraver was the first addition to our department using Perkins Grant funding (Spring 2022). This system allows our students to laser engrave designs, build models, and conceptualize different building techniques using physical modeling.

Our strong Advisory Committee is dedicated to seeing our students become successful upon graduation (either through employment in the field or transfer to higher education). The committee is honest and forthcoming of what skills new graduates need.

With a large number of program graduates working locally in the AEC (Architecture, Engineering, Construction) field, the program experiences strong support from employers. They often contact the program directly for potential hires.

ECU's Bachelor of Science in Industrial Technology with a concentration in Architectural Technology is attractive to students within the AAS program. It has also resulted in students continuing their education at ECU rather than entering the workforce upon program completion.

B. Weaknesses: The main weakness is always the enrollment and retention of students in the program. Showcasing the variety of choices in our curriculum (for those students interested in transferring as well as those students who are seeking employment immediately after graduation) should interest a wider variety of potential students. Customizing students' academic pathways will permit more completers through the certificates and diploma instead of primarily the associate degree.

Another weakness is meeting the changing landscape in the drafting field with the shift from manual drafting to computer drafting. Our program is in the process of retrofitting and modifying our existing class offerings to strengthen the CAD skills and capabilities of our students to match what is expected and required of graduates. This will mean a shift to more current technology and away from outdated technology.

C. Progress and Response to Objectives Set and Printed in 2020-21 DTA
1. Purchase and incorporate a Glowforge PRO (3D laser engraver/cutter) into instruction to enhance SST 140 Green Building & Design Concepts, ARC 231 Architectural Presentations, and ARC 235 Architectural Portfolio. **COMPLETE**
2. Funds permitting, advertise for, interview, and hire a full-time Architectural Technology instructor. This would enhance student performance and program support. **COMPLETE**
3. Provide professional development in technical as well as instructional topics for departmental faculty, particularly adjuncts new to teaching. **CONTINUE AS REVISED**

4. Department Head will conduct a review of the program curricula, student competencies, and local and regional employment demands. This will include a review of local high school courses and input from Advisory Committee members. **CONTINUE AS REVISED**
5. Replace the large-format (36-inch) scanner/copier/plotter within the next 24 months. This equipment handles full-size "blueprint" documents and drawings is reaching the end of its useful life. **CONTINUE**
6. Review and recommend modification to the Trades Day Drafting I event to reflect current HS CTE course competencies. Updating the event from manual to digital would showcase current skills and encourage participation. **CONTINUE AS REVISED**

D. Summary of Improvements and/or Budget Decisions Based On Analysis
1. A Glowforge Laser Cutter/Engraver was added to our department using Perkins Grant funding (Spring 2022). This system allows our students to laser engrave designs, build models, and conceptualize different building techniques using physical modeling.

E. Program Objectives/Action for the Next 1 to 2 Years:
1. Support faculty attending professional development if budget allows. Emphasis will be placed on green and sustainable conferences. Training will be geared toward the software programs used in the Architectural Technology Program.
2. Modify current class offerings to reduce manual drafting and increase usage of the various CAD programs which will keep in line with recommendations from the Advisory Committee.
3. Replace the large-format (36-inch) scanner/copier/plotter with the current model from Canon. This will aid not just our program, but any other that requires large format scanning or printing.
4. Modify the parameters and scope of both Trades Day Drafting Competitions to keep them in sync with what the county schools are teaching and seeing at SkillsUSA and other competitions. This will further forge connections with the county school system.
5. Identify potential furniture to support the modernization of the Manual Drafting Lab (T102) to meet current trades specific standards.

F. Program/Student Learning Outcomes at Program Completion
1. Graduates of the Architectural Technology program will be technically proficient in manual and computer-aided drafting techniques, construction terms and techniques, and presentation techniques.

100%
    a. At the close of their final term, 90% of the students will be able to prepare a portfolio and meet the quality control and evaluation of the Architectural Technology program faculty in the capstone course, ARC 235 Architectural Portfolio.

2. Graduates of the Architectural Technology will be employed in the field.

80%
    a. 60% of the graduates of the Architectural Technology program responding to the Graduate/Completer Survey will report employment in a related field or pursuing further education.

93%
    b. 60% of the previous year graduates of the Architectural Technology program responding to the Alumni Survey distributed one year after graduation will report employment in a related field or pursuing further education.

3. Employers of the Architectural Technology graduates will rate the technical and academic skills of the employees as average or above.

1. N/A
2. N/A
3. N/A
    a. The Employer Survey conducted each year will rate the graduates as above average on the three course area performance (competency) survey questions. "Above average" is higher than a 3.0 on a 5-point scale; however, if any of the three survey questions has an individual rating below 3.0, that individual course area performance will be reviewed further.

N/A
    b. 80% of the respondents to an Employer Survey will respond that they would employ future graduates of the Architectural Technology program if a position were available.

Student Outcomes/Competency Evaluation: The student outcomes/competency is measured in a capstone course, ARC 235 Architectural Portfolio, which is a class during the last semester of the program. In this class, a comprehensive experience has been designed to assess the technical proficiency of the student based on competencies in the form of completed design projects as opposed to a grade via testing. Some examples of comprehensive experiences are a portfolio development (small-scale, large-scale, as well as digital) and comprehensive lab activity. The students' portfolios evaluate technical knowledge, hands-on performance, and critical thinking skills. The method of evaluation utilizes internal evaluation by the program faculty in keeping with industry practice.

Capstone Course
ARC 235 Architectural Portfolio

Grade Distribution				Graduates	
Grade	**# of Students**	**%**		**# of Students**	**Term**
A	4	66.7%		6	2022SP
A-	1	16.7%			
B	1	16.7%			
	6				
Retention Rate:		100%			

ASSOCIATE DEGREE NURSING (A45110)
ASSOCIATE DEGREE NURSING TRANSITION (A45110T)

I.   Description

The Associate Degree Nursing curriculum provides knowledge, skills, and strategies to integrate safety and quality into nursing care, to practice in a dynamic environment, and to meet individual needs which impact health, quality of life, and achievement of potential.

Coursework includes and builds upon the domains of healthcare, nursing practice, and the holistic individual. Content emphasizes the nurse as a member of the interdisciplinary team providing safe, individualized care while employing evidence-based practice, quality improvement, and informatics.

Graduates of this program are eligible to apply to take the National Council Licensure Examination (NCLEX-RN). Employment opportunities are vast within the global healthcare system and may include positions within acute, chronic, extended, industrial, and community health care facilities.

II.   Analysis of Desktop Audit Summary Data

A.   Enrollment: The Associate Degree Nursing (ADN) annual unduplicated headcount for 2021-22 was 58, a 3% decrease from the previous year. The freshman headcount was 30, a 3% decrease from the previous year.

The Associate Degree Nursing Transition annual unduplicated headcount for 2021-22 was 2, a 71% decrease from the previous year. The freshman headcount was 0, no change from the previous year.

B.   Graduation Rate: The Associate Degree Nursing graduation rate was 87%, 29 graduates.

Goal Accomplishment of Graduates: The program is fulfilling its purpose because:

1. Of the 29 graduating students, 28 responded to the graduate survey. Twenty-five graduates stated that their objective was to obtain a degree.

2. Upon graduating, 86% (24 graduates) of those responding to the survey said that they had fully accomplished their goal, 4% (1 graduate) said that they had partially accomplished their goal.

C.   Goal Accomplishment of Students Who Did Not Intend to Complete Program (*primary goal-Job enhancement in current employment or for a new field of employment, personal interest, or transfer*)**:** N/A

D.   Early Leavers in 2021-22:

1. **Withdrawals from the College:** No withdrawals from the college.

Goal Accomplishment of Withdrawals: N/A

2. **Changed Academic Program:** One student changed their academic program prior to completion to Basic Law Enforcement Training.

E.   Successful Placement: The related employment and/or enrollment in additional education rate of the graduates responding to the survey or through Department Head feedback is 100%, 27 in related employment and 19 enrolled in additional education. Eighteen students enrolled in additional education are also in related employment and are not calculated in the placement rate. The one-year follow-up (Alumni Survey-Job Link) of 2020-21 graduates showed one more graduate in related employment or enrolled in additional education for a placement rate of 87%.

F.   Employer Survey Results (*16 surveys, 1 response, 8 do not contacts*)**:** The graduate working in this field was rated average by the employer. Overall rate of satisfaction of employer with graduate employee was average. 100% said they would hire future Coastal graduates.

G.   Certification/Licensure: The 2021 first time pass rate of the NCLEX-RN exam for the 29 students who tested during the current reporting period is 70%.

H.   Advisory Committee: The Advisory Committee for 2021-2022 met virtually. The Director provided an overview of data for the 2021-2022 academic year to include NCLEX statistics and completion rates. The recent news of initial ACEN accreditation and the upcoming completion of a new simulation lab was shared.

I.   **Student Opinion Survey (5-point scale):** The opinion survey reveals that:
Withdrawals: N/A
Graduates rated Quality of Instruction in Program Areas, Quality of Instruction in Other Courses, Overall Quality of Academic Program, Teaching Facilities, and Equipment above average.

III. **Program Status & Plans - Next 1 to 2 Years** (*Faculty/Dept. Head/Division Chair Section*)

A.   **Staffing:** For the 2021-2022 year, faculty include five full-time Registered Nurses as well as the Director of the Associate Degree Nursing program. Four of those faculty are shared with the Practical Nursing program. One full-time Registered Nurse teaches exclusively in the ADN program. The nursing programs have undergone leadership change due the exit of a program director. A faculty member served as interim director until a permanent director was hired. The department also hired a full-time faculty member to fill a vacancy. The nursing department was fully staffed at the end of the Spring 2022 semester. Adjunct Registered Nurses are hired for clinical sites in order to meet ratios. It is difficult at this time to recruit enough qualified adjunct faculty to teach clinicals.

B.   **Facilities/Equipment:**
Labs – The standard labs in H 119 and H 126 continue to meet nursing student needs. The simulation lab (H 113) is being used in a limited capacity and will be replaced by a new simulation lab (MS 207).
Classroom space – Classrooms H 106, H 137, H 119, and MS 211 meet lecture needs for the ADN program with the ability to seat 33 students. H 119 is sufficient to meet the needs of the students when performing skills. H 126 meets classroom and skills lab needs in the ADN program when the classes are divided during labs.

Equipment – All classrooms and H 119 and H 126 labs are equipped with mounted projectors, Smart Boards or Sympodia, and laptops that meet the classroom needs. Simulation equipment includes Sim Baby, which is a mid-fidelity manikin; Sim Mom, which is a high-fidelity simulation to meet the needs of our higher-level classes; and three JUNO manikins provide portable mid-fidelity simulation in all laboratory classrooms. New simulation equipment has been purchased to include Apollo, a high-fidelity manikin; Lucina, a birthing simulator; Luna, a neonate simulator; and an additional Juno mid-fidelity manikin. These will be housed in the new simulation lab MS 207.

C.   **Employment Demand**
Nationally, this occupation is expected to increase by 9% through 2030. In North Carolina, this occupation is expected to increase 11% through 2028. There are 7,020 annual vacancies expected for this occupation in North Carolina.

Salary	Min/Annual/Hourly	Average/Annual/Hourly	High/Average/Hourly
National	$59,450/$28.58	$77,600/$37.31	$120,250/$57.81
State	$51,420/$24.72	$72,220/$34.72	$95,360/$45.85
Local	$48,590/$23.36	$61,990/$29.80	$79,730/$38.33

http://www.onetonline.org

D.   **Trends:** The North Carolina Trends in Nursing Education for 2021-2022 reported information regarding nursing in North Carolina. North Carolina is poised to face a shortage of 12,500 nurses by 2033. The demand for entry into nursing school greatly outpaces the capacity of nursing programs as interest remains high in all types of nursing programs. Year after year, there are more than 12,500 qualified applicants to pre-licensure nursing education programs in NC. There has been an 8% increase in student enrollment between 2011-2021 in nursing programs in NC, which outpaces the national average of 5%. The increase in student enrollment has translated into a 45% increase in the overall number of graduates from pre-licensure nursing education programs in NC over the same time. The qualified applicant pool exceeds the available seats for the limited enrollment ADN program.

Additional trends across the state due to the COVID-19 pandemic included the North Carolina Board of Nursing (NCBON) waiving the administrative code requiring students to pass the NCLEX and completing a background check prior to working as a RN. Students were granted temporary licensure as Graduate RNs for a six-month period. Students were given a 6-month period from that time to pass the NCLEX on the first attempt. Curriculum program requirements including the focused client care experiences and simulation percentages restrictions were waived.

These waivers cite each Program Director and were responsible for determining educationally sound modifications for identifying whether the program outcomes were met and validating those students who meet the program outcomes and are eligible to take the NCLEX-RN. These waivers are set to end June 30, 2022.

Testing sites were somewhat limited due to COVID-19 restrictions; however, this trend was no longer the case for 2022 graduates. The NCLEX exam is adding a clinical judgment component. The new Next Generation NCLEX exam will become effective beginning April 1, 2023.

Coastal's 2021-2022 graduates were heavily recruited by local hospitals and hospitals outside the community during the last semester of the program. Students completed heavy remediation plans, graduated, and started residency programs in June/July period.

IV. Summary Data

A. Operating Budget:

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2021-22	8,000	0	40,855	36,434	7,253	1,262
2020-21	0	0	63,534	44,299	748	2,302
2019-20	14,611	0	31,813	22,980	4,294	2,684
2018-19	0	0	38,476	34,742	4,937	1,614
2017-18	0	0	35,430	38,641	3,938	1,409

2021-22 – Equipment was purchased with HEERF funds for the simulation equipment the previous year. Professional Development opportunities were mostly virtual due to COVID-19.
2020-21 – A changeover of Program Directors and the cancellation of the site visit resulted in the program not expending all approved supply allocation.
2019-20 – Equipment was purchased with Perkins grant money. Supply budget was not spent due to the transition of classes to online format. Students were off campus for majority of spring semester.

Graduation Rate/Successful Placement Scale (Internal Benchmark)
Unsatisfactory   Satisfactory
0-49%.....................………50-100%

B. Enrollment:

1. Associate Degree Nursing (A45110)

	Headcount		Grads		FTE			
	FRS	Ann'l Undup.	No.	%	Fall	Spring	Summer	Total
2021-22	30	58	27	87	33.19	38.94	8.91	81.04
2020-21	31	60	26	87	34.56	37.75	7.50	79.81
2019-20	30	60	28	90	36.34	38.63	8.44	83.41
2018-19	31	60	28	82	35.19	36.88	8.25	80.32
2017-18	34	67	33	100	37.78	42.52	8.34	88.64

Note: Annual Unduplicated Headcount for the IE office includes all students coded ADN, even if they only attend the first day of class. The program numbers may vary slightly because the Department Head replaces first day withdraws with someone on wait list. See the SPE enrollment collected by the Program Director.
Note: Any discrepancy in graduation rate is related to program enrollment figures used by the IE office versus the Program Director.

2. Associate Degree Nursing Transition (A45110T)

	Headcount		Grads		FTE			
	FRS	Ann'l Undup.	No.	%	Fall	Spring	Summer	Total
2021-22	0	2	2	100	0.00	1.38	0.00	1.38
2020-21	0	7	5	71	4.75	5.00	0.00	9.75
2019-20	7	11	4	100	2.41	7.13	2.16	11.70
2018-19	4	4	N/A	N/A	0.00	2.78	1.22	4.00

C.   Job Placement Follow-Up Results:

	Re-sponses	Related Employ.	Unrelated Employ.	Un-employ.	More Educ.	Un-known	1-yr Follow-up Related Emp.
2021-22	28	27 (96%)	0	1	19	0	
2020-21	31	26 (84%)	0	0	18	5	1 (87%)
2019-20	28	26 (93%)	0	2	19	0	Unch (93%)
2018-19	28	22 (79%)	0	6	20	0	Unch (79%)
2017-18	33	30 (91%)	0	3	29	0	Unch (91%)

2021-22 – Eighteen students enrolled in additional education are also in related employment.
2020-21 – Fifteen students enrolled in additional education are also in related employment.
2019-20 – Eighteen students enrolled in additional education are also in related employment.
2018-19 – Sixteen students enrolled in additional education are also in related employment.
2017-18 – Twenty-six students enrolled in additional education are also in related employment.
Note: Employment status percents are calculated using number of responses.
Note: Job Placement in the DTA is based on a specific point in time according to Graduate survey results. The official Job Placement for the SPE is collected by the Director and documented.

D.   Certification/Licensure Results: National Council Licensing Exam - RN

	No. Tested	No. 1st Time Passing	No. Failed	% 1st Time Passing	Retake Pass	Overall % Pass
2021-22	30	21	9	70	6	90
2020-21	29	24	5	83	5	100
2019-20	32	23	9	72	8	97
2018-19	28	24	4	85	1	89*
2017-18	33	31	2	94	2	100

*2018-2019 – Only one of the students has retested and passed on the second attempt.
Note: There were 28 2017 ADN graduates and one additional graduate from 2016 cohort retested in 2017.

E.   Student Opinion Survey Results:

Excellent	Above Avg.	Average	Below Avg.	Poor
5 - - - - - -	- - - 4 - - - -	- - - 3 - - - -	- - - 2 - - - -	- - - - 1

	Graduates (28 of 29)	Withdrawals (0 of 0)
Quality of Instruction in Program Area	3.80	N/A
Quality of Instruction in Other Courses	3.84	N/A
Overall Quality of Academic Program	3.72	N/A
Teaching Facilities	3.88	N/A
Equipment	3.84	N/A

Note: During this time, students were faced with restrictions due to COVID-19 and were dissatisfied due to lack of access of clinical sites as well as the necessity to remain in the program to meet program completion requirements.

F.   Employer Survey Results (1 of 16): Evaluation of Students in Related Field Only
Employer Response to Survey Questions

1. Performance of vocational or technical skills   3.00
2. Effective communication in speaking, writing, reading and listening   3.00
3. Demonstrates the needed math skills   3.00
4. Uses information to analyze problems and make logical decisions   3.00
5. Demonstrates good work habits   4.00
6. If the need arises, would you hire a Coastal graduate in the future?   100% Yes
7. Overall rate of satisfaction with Coastal graduate employee   3.00

V.   Quality Review Summary

A.   **Strengths:** The ACEN candidacy process provided the program faculty the opportunity to develop a systematic plan for program evaluation that guides the Nursing programs in ongoing program assessment and improvement. The systematic plans are designed to meet the North Carolina Board of Nursing Systematic Plan for Evaluation and have been enhanced to include ACEN standards and criteria.

The Associate Degree and Practical Nursing Programs received notice from ACEN in March 2022 that both programs received initial accreditation. ACEN accreditation serves to recognize educational institutions or programs that have been found to meet or exceed standards and criteria for educational quality. Accreditation also assists in the further improvement of programs. Graduates will benefit from attending an ACEN-accredited nursing program, since it may open opportunities that were previously limited. Some federal agencies such as the VA healthcare system hire only graduates from nationally-accredited nursing programs. Students will be able to readily continue their education and will not be limited in choice due to this accreditation as well.

Student academic achievement is evaluated by the End-of-Program Student Learning Outcomes (EPSLOs), NCLEX-RN pass rates, graduation rates, and job placement rates. As the faculty designed the Systematic Plans of Evaluation (SPEs) they collaborated to identify specific, measurable expected levels of achievement for each end-of-program student learning outcome and each program outcome. In addition, faculty identified the appropriate assessment methods for each EPSLO and program outcomes, the assessment timeframes, and strategies for ongoing analysis to inform and document program decision-making.

The Nursing faculty continued to collect data for the SPEs in Fall 2021 with the freshman class, with data being collected and reviewed at the end of each semester. Discussions and analysis of data will occur during the Nursing faculty huddles and/or Department meetings, and all information will be archived on the Nursing programs' shared network drive. Data collected for the SPE include results from standardized course and program testing, Clinical Evaluation Tool responses, the Desktop Audit outcomes, employer surveys, NCBON state licensure reports, Preceptor Evaluation Tool, capstone course outcomes, and NCLEX Program Reports - Mountain Measurements. For the Associate Degree Nursing program, key concepts include professional behaviors, communication, assessment, informatics, caring interventions, teaching and learning, collaboration, and managing care. The incorporation of these key concepts ensures the EPSLOs are in direct alignment and congruency with program philosophies and conceptual frameworks.

The Clinical Evaluation Tool gives weekly feedback on clinical performance along with the Conceptual Care Map (CCM), to identify any areas of weakness that need to be addressed with application of theory into the clinical setting. The success labs have increased student practice time and remediation on required NCBON skills. Any student needing remediation on skills receives additional instruction during success lab time. The addition of the Career and Technical Student Success Coach has increased success in student remediation and retention in the theory portions of the ADN classes.

The NCLEX Testing package the program has adopted is designed specifically around North Carolina's ADN Concept Based Curriculum. Each course in the ADN program has standardized NCLEX practice tests to measure student readiness for the licensure exam in the course-specific content. Remediation is part of this package and is personalized to each student's needs. The Director and instructors have the ability to use the exams for course and program evaluation.

The Department receives support from the Division Chair and the Administration. These supportive relationships enable faculty to imagine and then actualize innovative solutions to challenges. The Division Chair and the Nursing Director partner together to ensure program assessment and process improvements occur with faculty and staff input.

B.   **Weaknesses:** Clinical training continues to be hampered by the effects of COVID-19. Students have been able to re-enter the clinical settings; however, clinical sites limited types of patients students may care for during their clinical experience. Students in their last semester were not able to embark in a preceptorship experience as part of their 120 hours of focused client care, due to the lack of available preceptors at clinical sites.

Coastal's Associate Degree Nursing program has been struggling with first time NCLEX pass rates. The North Carolina Board of Nursing (NCBON) requires nursing programs to maintain a 3-year average of 95% of the national first time pass rate for the NCLEX-RN. At the end of 2021, Coastal's 3-year average for NCLEX pass rates dropped below the requirement from the NCBON. The nursing program readily submitted an improvement plan to the NCBON and is working with the NCBON consultant to ensure the program is working toward improvement.

Faculty recruitment and retention remains a challenge due to wage differences between academia and clinical practice and the shortage of Master's prepared nurses in rural areas of North Carolina. At the end of the 2021-2022 academic year, the Associate Degree Nursing program was fully staffed; however, the program continues to struggle to recruit and maintain enough adjunct faculty to meet clinical ratios. The state is working to address this.

C. **Progress and Response to Objectives Set and Printed in 2020-21 DTA**
   1. Explore options for the ADN students to challenge the NA II competency exam. **CONTINUE AS REVISED**
   2. To complete all documents and submit for ACEN accreditation and prepare for the site visit. **COMPLETE**
   3. Implement all aspects of the SPE and EPSLOs to strengthen the assessment of the program. **COMPLETE AND ONGOING**
   4. Develop an action plan for the improvement of first time pass rate on the NCLEX exam. **COMPLETE AND ONGOING**
   5. Identify strategies to increase the response rate on Employer surveys. **CONTINUE AS REVISED**
   6. Identify needs and plan for an expanded simulation lab for enhancement of clinical remediation as well as practice scenarios of high acuity patients. **COMPLETE**

D. **Summary of Improvements and/or Budget Decisions Based On Analysis**
   1. The Associate Degree Nursing Program received initial accreditation from the Accreditation Commission for Nursing Education (ACEN).
   2. The Associate Degree Nursing Program implemented an improvement plan to increase student success on the NCLEX-RN exam.
   3. The nursing program will offer a RIBN (Regionally Increase Baccalaureate Nurses) program in a partnership with East Carolina University.
   4. New simulation equipment has been purchased to include Apollo, a high-fidelity manikin; Lucina, a birthing simulator; Luna, a neonate simulator; and an additional Juno mid-fidelity manikin. These will be housed in the new simulation lab MS 207.

E. **Program Objectives/Actions for the Next 1 to 2 Years**
   1. Determine the best placement in the curriculum for ADN students to challenge the NA II competency exam.
   2. Identify strategies to increase the response rate on Employer surveys by collaborating with the Office of Institutional Effectiveness.
   3. The Associate Degree Nursing program will implement simulation into each course in the curriculum with a clinical component.
   4. The Associate Degree Nursing program will re-implement the preceptorship program in NUR 213 to enhance the preparedness of graduates to enter into practice.
   5. Investigate reasons for low HESI scores on the HESI RN Exit Assessment in such areas as communication, health promotion, clinical judgement, informatics, evidence-based practice, and teaching and learning.
      a. Follow up with comparison of scores for the 2023 graduates to see if this is a trend.
      b. If a trend is noticed, strategies will be implemented to increase student retention of information in these areas.
   6. Investigate the coordination and usage of the simulation lab.
   7. Ensure assessments and instruction are in alignment with NCLEX standards.
   8. Evaluate the minimum admission requirements for applying to the ADN program.

F. Program Outcomes at Program Completion
Exam Pass Rate

70% 80% of Associate Degree Nursing program graduates (first-time test takers) will pass the NCLEX-RN exam on the first attempt, within the same 12-month period. Data is reported on a calendar-year basis, January 1 - December 31.

Program Completion Rate

83% Associate Degree Nursing: 80% of all Associate Degree Nursing students who begin in NUR 111 Intro to Health Concepts will complete the program within five academic terms, which is 100% of the usual timeframe for the program.

N/A Associate Degree Nursing Transition: 80% of all Associate Degree Nursing Transition students who begin in NUR 112 Health-Illness Concepts will complete the program within four academic terms, which is 100% of the usual timeframe for the program.

Job Placement Rate

92% 80% of the graduates will report employment as a Registered Nurse within 12 months after graduation.

End-of-Program Student Learning Outcomes (EPSLOs) Results
The faculty conduct an ongoing assessment of the extent to which students attain each end-of-program student learning outcome. A thorough ongoing assessment and analysis of the student learning outcomes provides the structure for decision making and the identification of essential areas for program improvement. A listing of the EPSLOs for the ADN program, including progress in achieving the goals and plans for program improvement is shown in the ADN Systematic Plan of Evaluation (SPE). There are numerous examples of how the faculty are using the SPE to inform decision making. One such example is provided in EPSLO #2, which includes the data collected from the HESI RN Exit Exam. The analysis of these results indicated a need to improve program outcomes based on the faculty's analysis of results, therefore, faculty identified a possible improvement strategy and incorporated therapeutic communicate activities in the mental health and medical-surgical components of NUR 114 Holistic Health Concepts.

2021-2022 EPSLOs
EPSLOs that were met: none**. EPSLOs that were not met: 1, 2, 3, 4, 5, 6, 7, 8

The action plan for improvement for the EPSLO that was not met is reflected in the Associate Degree Nursing Systematic Plan of Evaluation. ** None of the EPSLOs were fully met by all measurements for each EPSLO; however, some measurement criteria were met for each EPSLO.

<div align="center">

Capstone Course
NUR 213 Complex Health Concepts

</div>

Grade Distribution				Graduates	
Grade	**# of Students**	**%**		**# of Students**	**Term**
A	1	3.4%		29	2022SP
A-	5	17.2%			
B+	5	17.2%			
B	12	41.4%			
B-	3	10.3%			
C+	3	10.3%			
	29				
Retention Rate:		100%			

Capstone Standard

100% At the close of the final term, 90% of students will be able to demonstrate at 77% or higher accuracy the ability to perform appropriate nursing skills and procedures and care as evaluated by the ADN program faculty in the capstone course, NUR 213 Complex Health Concepts.

AUTOMOTIVE SYSTEMS TECHNOLOGY (D60160)
Automotive Systems Technology Certificate (C60160), Engine Performance Certificate (C60160E), Powertrain Certificate (C60160P), Undercar Certificate (C60160U)

I. Description
The Automotive Systems Technology program prepares individuals to apply technical knowledge and skills to repair, service, and maintain all types of automobiles. The program includes instruction in brake systems, electrical systems, engine performance, engine repair, suspension and steering, automatic and manual transmissions and drive trains, and heating and air condition systems.

II. Analysis of Desktop Audit Summary Data

A. Enrollment: The diploma (D60160) annual unduplicated headcount for 2021-22 was 18, a 13% increase from the previous year. The freshmen headcount was 18, a 13% increase from the previous year.

The Automotive Systems Technology Certificate (C60160) annual unduplicated headcount for 2021-22 was 11, a 57% increase from the previous year. The freshmen headcount was 11, a 57% increase from the previous year.

The Engine Performance Certificate (C60160E) annual unduplicated headcount for 2021-22 was 12, a 20% increase from the previous year. The freshmen headcount was 12, a 20% increase from the previous year.

The Powertrain Certificate (C60160P) annual unduplicated headcount for 2021-22 was 13, an 18% increase from the previous year. The freshmen headcount was 13, an 18% increase from the previous year.

The Undercar Certificate (C61060U) annual unduplicated headcount for 2021-22 was 11, a 57% increase from the previous year. The freshmen headcount was 11, a 57% increase from the previous year.

B. Graduation Rate: The diploma graduation rate was 61%, 11 graduates; Automotive Systems Technology Certificate graduation rate was 100%, 11 graduates; the Engine Performance Certificate graduation rate was 100%, 12 graduates; the Powertrain Certificate graduation rate was 100%, 13 graduates; and the Undercar Certificate graduation rate was 100%, 11 graduates. The graduate unduplicated headcount was 13.

Goal Accomplishment of Graduates: The program is fulfilling its purpose because:

1. Of the 13 graduating students, 10 responded to the graduate survey. Seven graduates stated that their goal was to obtain a diploma/certificate, one to enhance his job skills in his present field of work, one to enhance his job skills for a new line of work, and one to take courses for personal interest only.

2. Upon graduating, 70% (7 graduates) said that they had fully accomplished their goal and 30% (3 graduates) said they partially accomplished their goal.

C. Goal Accomplishment of Students Who Did Not Intend to Complete Program (*primary goal-Job enhancement in current employment or for a new field of employment, personal interest, or transfer*)**:** Two graduates fully accomplished their goal and one graduate partially accomplished their goal.

D. Early Leavers in 2021-22:

1. **Withdrawals from the College:** Of the 6 diploma students withdrawing from the College (33% withdrawal rate), none responded to the Leaver survey.

Goal Accomplishment of Withdrawals: Withdrawals did not respond to the Leaver survey.

2. **Changed Academic Program:** One student changed their academic program prior to completion to Collision Repair and Refinishing Technology.

E. Successful Placement: The related employment and/or enrolled in additional education rate of the graduates responding to the survey is 70%, 2 in related employment and 6 enrolled in additional education. One student enrolled in additional education is also in related employment and not calculated in the placement rate. The one-year follow-up (Alumni Survey-Job Link) of 2020-21 graduates showed one more graduate in related employment or enrolled in additional education for a placement rate of 80%.

F. Employer Survey Results (*1 survey, 0 responses, 1 do not contact*): The employer did not respond to the Employer survey.

G. **Certification/Licensure:** <u>Voluntary ASE testing</u> – The College does not receive a summary of testing information; data is based on student submission. Because students must have two or more years' experience before they can hold an ASE Certification, many students are not eligible to be certified while in the program (unless they enter the program with prior experience).

Coastal offers nine NC3/Snap-On certifications:
1. Zeus Navigation and Scanner Operations
2. Zeus Lab Scope Operation and Data Management Certification
3. TPMS Certification
4. Battery Maintenance, and Engine Starting Certification
5. Battery Charging Certification
6. Battery, Starting and Charging System Diagnosis Certification
7. ShopKey Pro Service and Repair Information Level 1 Certification
8. ShopKey Pro Service and Repair Information Level 2 Certification
9. 504 Multimeter Certification

Additional certifications include:
1. AllData Pro Certified Information Specialist
2. North Carolina Safety Inspector License
3. North Carolina OBD II Emission Inspector License
4. S/P2 Automotive Service Safety
5. S/P2 Automotive Service Pollution Prevention

H. **Advisory Committee**: Met with some of the Advisory Committee to discuss the changes in the automotive field. They express a need for both Electric Vehicle and Light Duty Diesel Programs.

I. **Student Opinion Survey (5-point scale):** The opinion survey reveals that:
Withdrawals did not rate services.
Graduates rated Quality of Instruction in Program Areas, Quality of Instruction in Other Courses, Overall Quality of Academic Program, Teaching Facilities, and Equipment above average.

III. Program Status & Plans - Next 1 to 2 Years *(Faculty/Dept. Head/Division Chair Section)*

A. **Staffing:** Staffing is adequate with 1 SACSCOC-qualified full-time instructor.
The program will need an adjunct instructor to accommodate program expansion. The plan would be to offer three programs that a student could complete in two years or six semesters. These include: General Automotive Technology, Light Duty Diesel Technology, and Sustainable Transportation Technology. Also, the evening program should be better advertised aboard Marine Corps Base Camp Lejeune and MCAS New River. These Diplomas will be explored further as well as SACSCOC implementation implications.

B. **Facilities/Equipment:**

*Facilities***:** While small in size, the lab facility is adequate. The program utilizes a state-of-the-art vehicle alignment system capable of servicing vehicles with park assist and brake assist technology as well as larger size vehicles (trucks and SUVs). Scanner tools with software to analyze and diagnose performance issues with domestic, Asian, and European model vehicles are utilized. AllData, Chilton, MotoLogic, and ShopKey software are utilized with current databases to access essential vehicle specifications. A new vehicle exhaust fan system for the lab is included the College's plan for future improvements. We have added an Autel Maxis ADAS Calibration System.

The program has incorporated an industry-recognized credentials that students can earn while enrolled in the program to enhance employability as entry-level technicians. These added certifications include SP/2 HazMat (one year for safe handling of automotive waste), Multimeters: Diagnostics I and II, Diagnostic Scanner Operations; Diagnostic Lab scope Operation and Data Management; Battery, Starting, and Charging Systems; Tire Pressure Monitoring System; Hunter Alignment; and Tire Changer Machine certificates.

AllData, Chilton, MotoLogic, and ShopKey databases with essential technical vehicle specifications are now available to students and employees using computers in the Learning Resources Center, Melton Vocational Skills Center, and the Respass Trades Building. The Learning Resources Center has added the Chilton Library as a student resource.

LDD 112 Intro to Light-Duty Diesel was added to the curriculum, effective Fall 2018. Additional specialized tools are needed to support this new course. The program is still in need of a hybrid vehicle, tools, and diagnostic equipment. Additional general service equipment is desired to support lab activities. A computer lab would be beneficial to add more online and computer-based learning activities. Also needed is student access to the Automotive LAN to properly use the ProSpect Digital Vehicle Inspection System integrated with our database management program (ShopKey).

C. **Employment Demand:**

Automotive Service Technician
Nationally, employment opportunities for automotive service technicians are expected to have little or no growth through 2030. In North Carolina, this occupation is expected to grow 1% statewide through 2028. There are 2,640 annual vacancies expected for this occupation in North Carolina.

Average Salary	Minimum Annual/Hour	Median Annual/Hour	High Annual/Hour
National	$29,010/$13.95	$46,880/$22.54	$75,100/$36.11
State	$26,900/$12.94	$39,610/$19.04	$72,060/$34.64
Local	$22,830/$10.97	$38,080/$18.31	$68,490/$32.93

http://www.onetonline.org

D. **Trends:** Employers are seeking applicants with basic technician skills which include various maintenance procedures (with an emphasis on basic maintenance and undercar skills, i.e., brakes, tires, suspension, steering, and alignments) as well as the use of oscilloscopes and scan tools for engine diagnostics. Specialized training in model-specific technology, such as GM, Nissan, and Ford, is being provided by dealerships or industry. In addition to technical skills, service writing – the ability to provide written documentation (cause, complaint, and correction) – is desired by employers, particularly at dealerships. Graduates with training in ADAS, Hybrid Technology, Light Duty Diesel, Controller Area Networks (CAN), and other Network Systems are in high demand. Demand for technicians and program graduates is expected to remain strong.

Program graduates are also obtaining a North Carolina Safety and Emissions license during the fall semester in AUT 114 Safety and Emissions.

In the local area, there has been some discussion of a need for motorcycle maintenance/repair shops and auto customization. These may be possible Continuing Education course offerings.

IV. Data Page

A. **Operating Budget:**

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2021-22	0	0	36,728	35,367	0	105
2020-21	0	0	70,347	69,670	590	985
2019-20	68,315	68,615	29,909	29,156	0	0
2018-19	0	0	24,015	26,652	0	(19)
2017-18	18,500	5,999	38,632	33,143	3,486	1,735

2017-18 – The exhaust fan was not purchased during this year.

Graduation Rate/Successful Placement Scale (Internal Benchmark)
Unsatisfactory   Satisfactory
0-49%..............................50-100%

B. Enrollment:

1. Automotive Systems Technology Diploma (D60160)

	Headcount		Grads		FTE			
	FRS	Annual Undup.	No.	%	Fall	Spring	Summer	Total
2021-22	18	18	11	61	12.66	13.66	7.44	33.76
2020-21	16	16	7	44	12.28	12.31	5.94	30.53
2019-20	17	17	6	35	13.46	10.41	4.78	28.65
2018-19	15	15	10	67	9.41	10.66	5.75	25.82
2017-18	16	16	14	88	12.09	12.88	7.88	32.85

Note: A student can earn a Diploma by completing four Certificates in addition to COM 101 and ENG 102.

2. Automotive Systems Technology Certificate (C60160)

	Headcount		Grads	
	FRS	Annual Undup.	No.	%
2021-22	11	11	11	100
2020-21	7	7	7	100
2019-20	8	8	8	100
2018-19	11	11	11	100
2017-18	15	15	15	100

3. Engine Performance Certificate (C60160E)

	Headcount		Grads	
	FRS	Annual Undup.	No.	%
2021-22	12	12	12	100
2020-21	10	10	10	100
2019-20	8	8	8	100
2018-19	11	11	11	100
2017-18	15	15	15	100

4. Powertrain Certificate (C60160P)

	Headcount		Grads	
	FRS	Annual Undup.	No.	%
2021-22	13	13	13	100
2020-21	11	11	11	100
2019-20	11	11	11	100
2018-19	12	12	12	100
2017-18	16	16	16	100

5. Undercar Certificate (C60160U)

	Headcount		Grads	
	FRS	Annual Undup.	No.	%
2021-22	11	11	11	100
2020-21	7	7	7	100
2019-20	7	7	7	100
2018-19	11	11	11	100
2017-18	15	15	15	100

C. Unduplicated Program Graduates 2021-22:

	Graduates	Diploma	AST Certificate	Engine Performance Certificate	Powertrain Certificate	Undercar Certificate
Diploma	11	N/A	11	11	11	11
AST Certificate	11	11	N/A	11	11	11
Engine Performance Certificate	12	11	11	N/A	12	11
Powertrain Certificate	13	11	11	12	N/A	11
Undercar Certificate	11	11	11	11	11	N/A

Note: The table shows students who graduated with one or more credential.
Eleven students graduated with the Diploma, C60160, C60160E, C60160P, and C60160U.

D. Job Placement Follow-Up Results:

	Re-sponses	Related Employ.	Unrelated Employ.	Un-employ.	More Educ.	Un-known	1-yr Follow-up Related Emp.
2021-22	10	2 (20%)	1	7	6	0	
2020-21	10	5 (50%)	2	3	5	0	1 (60%)
2019-20	10	2 (20%)	3	5	4	0	Unch (20%)
2018-19	11	5 (45%)	2	4	5	0	Unch (45%)
2017-18	15	7 (47%)	2	6	9	0	Unch (47%)

2020-21 – Three graduates enrolled in additional education are also in related employment.
2019-20 – One graduate enrolled in additional education is also in related employment.
2017-18 – Five graduates enrolled in additional education are also in related employment.
Note: Employment status percents are calculated using number of responses.

E. Student Opinion Survey Results:

Excellent	Above Avg.	Average	Below Avg.	Poor
5 - - - - - -	- - - - 4 - - - -	- - - 3 - - -	- - - 2 - - -	- - - 1

	Graduates (10 of 13)	Withdrawals (0 of 6)
Quality of Instruction in Program Areas	4.44	N/A
Quality of Instruction in Other Courses	4.33	N/A
Overall Quality of Academic Program	4.11	N/A
Teaching Facilities	4.11	N/A
Equipment	4.22	N/A

F. Employer Survey Results (0 of 1): Evaluation of Students in Related Field Only
Employer Response to Survey Questions

1. Performance of vocational or technical skills   N/A
2. Effective communication in speaking, writing, reading, and listening   N/A
3. Demonstrates the needed math skills   N/A
4. Uses information to analyze problems and make logical decisions   N/A
5. Demonstrates good work habits   N/A
6. If the need arises, would you hire a Coastal graduate in the future?   N/A
7. Overall rate of satisfaction with Coastal graduate employee   N/A

V.   Quality Review Summary

A. **Strengths:** Steady employment demands and program support from local dealerships, tire retailers, and related automotive-related businesses are strengths of the program. The program incorporates preventative maintenance and provides training on basic fundamentals. Strong computer and electronic diagnostic skills are also key competencies of the program. Technical skills developed by students are easily transferable.

The program utilizes a state-of-the-art vehicle alignment system capable of servicing vehicles with park assist and brake assist technology, as well as larger size vehicles (trucks and SUVs). A second large overhead shop fan was installed to assist in cooling.

Two new NC3 Snap-On Training Platforms were purchased, which allow Coastal to offer six more certifications.
1. Zeus Navigation and Scanner Operations
2. Zeus Lab Scope Operation and Data Management Certification
3. TPMS Certification
4. Battery Maintenance, and Engine Starting Certification
5. Battery Charging Certification
6. Battery, Starting and Charging System Diagnosis Certification

The program has incorporated industry-recognized credentials that students can earn while enrolled in the program to enhance employability as entry-level technician. These added certifications include SP/2 HazMat (one year for safe handling of automotive waste), Multimeters: Diagnostics I and II; ShopKey Pro Information Systems I&II; AllData Information Management Specialist; Diagnostic Scanner Operations; Diagnostic Lab scope Operation and Data Management; Battery, Starting, and Charging Systems; Tire Pressure Monitoring System; and Hunter Alignment and Tire Changer Machine certificates.

AllData and ShopKey databases with essential technical vehicle specifications are now available to students and employees using computers in the Learning Resources Center, Melton Vocational Skills Center, and Respass Trades Building. The Learning Resources Center has added the Chilton Library as a student resource. MotoLogic along Electude, an online training simulator, is now available to all automotive students.

An ATech GM OBD II Fuel and Ignition training board was added to enhance training for Engine Performance classes (fall and spring semesters).

The program has numerous ATech training simulators, which the students use to learn how to diagnose various electrical, electronic, computer, and network systems.

A Service Writer counter is integrated into class and lab activities. This simulates a traditional work environment and facilitates the application of written communication into daily lab activities, an essential workplace competency identified by Advisory Committee members.

In the lab and storage areas, heavy duty shelving has been added to make the shop workflow better.

The Eastern North Carolina Regional Skills Center, serving high school students from Onslow, Jones, and Duplin Counties, opened in 2019. It includes both Automotive Service Technology and Collision Repair and Refinishing Technology curricula. This is anticipated to enhance a student's pathway from high school to the Automotive Systems Technology program.

B. **Weaknesses:** The program still needs an improved exhaust system. An updated exhaust system would be beneficial for the lab and building air quality. System specifications have been evaluated and estimates have been received. Interior lab space is extremely limited and more space is needed to protect the students from inclement weather and extreme temperatures. Enclosing the shelter area is desired as a possible solution. Trades Rooms 109 and 111 need to be remodeled to accommodate a small "Machine Shop" and storage for the training equipment.

Currently, there is only one high school automotive program for direct recruitment or program articulation within the local service area.

Additional training aids, such as training boards for engine performance and hand-held scanners for each student, are desired to assist in instruction. Training boards for CAN (Controller Area Networks) are needed to keep up with current technology adopted in 2008 and new vehicles. Tooling to train for ADAS

(Advanced driver-assistance systems) is needed. ADAS technology has been utilized for the last 20+ years and become quite common in most vehicles since 2015. This would be extremely beneficial for student problem solving, particularly system diagnostics.

To help train students in current technologies, the program desires to purchase hybrid vehicle tools and diagnostic equipment. A hybrid car for training purposes is desired to teach skills beyond fundamentals. The program needs to purchase tooling to better teach LDD 112 Intro Light-Duty Diesel. Software and hardware need to be updated to better utilize the Service Writer Station for students to experience new technologies. (Digital Video Inspections, DVI)

C. Progress and Response to Objectives Set and Printed in 2020-21 DTA
1. Procure vehicles with hybrid, light-duty diesel, and battery electric (BEV) technologies to facilitate incorporation of competencies into the curriculum. **CONTINUE AS REVISED**
2. Investigate strategies to resolve the issues with technology to support the shop management/work order software. **COMPLETE**
3. Coordinate with Continuing Education to investigate the possibility of a motorcycle repair and an automotive customization course. **DELETED**
4. Investigate options to collaborate with the Eastern North Carolina Regional Skills Center. **COMPLETE AND ONGOING**
5. Work directly with the Office of the Vice President for Administrative Support Services to update and install a new exhaust system. **COMPLETE**
6. Purchase training aids/equipment needed to teach CAN Networks, ADAS Calibration, Light Duty Diesel Vehicles, Hybrid, and Electric Vehicles. **CONTINUE**
7. Update the tooling for the modern technologies being taught. **CONTINUE**
8. Develop a LDD/ATT diploma/certificate to better utilize the classroom and lab. **CONTINUE**
9. Investigate the possibility of working with CE and the SkillBridge program. **DELETED**
10. Implement the DVI (Prospect) system. **COMPLETE AND ONGOING**
11. Attend Professional Development training on CAN Networks, ADAS Calibration, Light-Duty Diesel Vehicles, Hybrid, and Electric Vehicles. **CONTINUE**
12. Have an Exhaust System installed in the Automotive Lab T 108. **COMPLETE**
13. Hire an Adjunct Instructor to facilitate the increased course load in the 2022-2023 year. **COMPLETE AND ONGOING**
14. Remodel the Automotive Lab T 108, T 109, T 110, T 111. **COMPLETE AND ONGOING**

D. Summary of Improvements and/or Budget Decisions Based On Analysis
1. Heavy duty shelving has been installed throughout the lab and storage areas.
2. The classroom/lab has been outfitted with new worktable and chairs.
3. The Automotive Lab area has a discreet network installed to use for the Shop Management System (SMS), Digital Vehicle Inspections (DVI), and the "Connected" equipment; Scanners and Alignment Machine. Most of our future equipment purchases will be "Connected."
4. The flooring and walls were refinished and resealed in T 108.

E. Program Objectives/Action for the Next 1 to 2 Years
1. Procure vehicles with hybrid, light-duty diesel, and battery electric (BEV) technologies to facilitate the incorporation of competencies into the curriculum. We have received a Hybrid Ford Escape from the EMS Department. Investigate strategies to replace a faulty hybrid battery pack.
2. Purchase training aids/equipment needed to teach CAN Networks, ADAS Calibration, Light Duty Diesel Vehicles, Hybrid, and Electric Vehicles.
3. Update the tooling for the modern technologies being taught.
4. Develop a LDD/ATT diploma/certificate to better utilize the classroom and lab.
5. Attend Professional Development training on CAN Networks, ADAS Calibration, Light-Duty Diesel Vehicles, Hybrid, and Electric Vehicles.
6. Explore the development of an Electric Vehicle Program.
7. Explore the development of a Light Duty Diesel Program.
8. Purchase "Connected" equipment A/C Machine and Tire Balancer.

F. Program/Student Learning Outcomes at Program Completion

1. Graduates of the Automotive Systems Technology program will be technically proficient in automotive systems servicing using automotive manufacturers' recommended diagnostic procedures.

100%
    a. At the close of the fall semester (Automotive Systems Technology: Powertrain Certificate), 80% of the students will be able to service a vehicle within a given period of time as directed by and to the quality control and evaluation of the Automotive Systems Technology program faculty in the AUT 114 Safety and Emissions course.

80%
    b. At the close of the spring semester (Automotive Systems Technology: Engine Performance Certificate), 80% of the students will be able to diagnose, test, and repair electronic and engine systems using appropriate test equipment and manufacturer's specifications within a given period of time as directed by and to the quality control and evaluation of the Automotive Systems Technology program faculty in the AUT 163 Adv Auto Electricity and AUT 281 Adv Engine Performance courses.

89%
    c. At the close of the summer semester (Automotive Systems Technology: Undercar Certificate), 80% of the students will be able to diagnose, service, and repair brake systems and steering and suspension systems in a given period of time as directed by and to the quality control and evaluation of the Automotive Systems Technology program faculty in the AUT 141 Suspension & Steering Sys and AUT 151 Brake Systems courses.

2. Graduates of the Automotive Systems Technology program will be employed in the field.

70%
    a. 60% of the graduates of the Automotive Systems Technology program responding to the Graduate/Completer Survey will report employment in the field or pursuing further education.

80%
    b. 75% of the responding previous year graduates of the Automotive Systems Technology program responding to the Alumni Survey distributed one year after graduation will report employment in the field or pursuing further education.

3. Employers of the Automotive Systems Technology program graduates will rate the technical and academic skills of the employees as average or above.

1. N/A
2. N/A
3. N/A
    a. The Employer Survey conducted each year will rate the graduates as above average on the three course area performance (competency) survey questions. "Above average" is higher than a 3.0 on a 5-point scale; however, if any of the three survey questions has an individual rating below 3.0, that individual course area performance will be reviewed further.

N/A
    b. 80% of the respondents to an Employer Survey conducted each year will respond that they would employ future graduates of the Automotive Systems Technology program.

Student Outcomes/Competency Evaluation:
The student outcomes/student competency is measured in a series of capstone courses (AUT 114 Safety and Emissions, AUT 141 Suspension & Steering Sys, AUT 151 Brake Systems, AUT 163 Adv Auto Electricity, and AUT 281 Adv Engine Performance) which assess competencies in each segment of the program. In these classes, a comprehensive experience has been designated to assess the technical proficiency of the student based on competencies as opposed to a grade. Comprehensive experiences include a mock certification licensure test and comprehensive shop/lab activities. Each certificate capstone course includes complex problem solving activities which evaluate knowledge, hands-on performance, and critical thinking skills.
The method of evaluation utilizes internal evaluation by the program faculty.

Capstone Courses
AUT 114 Safety and Emissions &
AUT 141 Suspension and Steering Sys &
AUT 151 Brake Systems &
AUT 163 Adv Auto Electricity &
AUT 281 Adv Engine Performance

AUT 114

Grade Distribution		
Grade	**# of Students**	**%**
A	9	50.0%
A-	3	16.7%
B+	1	5.6%
B	4	22.2%
B-	1	5.6%
	18	
Retention Rate:		100%

AUT 141

Grade Distribution		
Grade	**# of Students**	**%**
A	4	28.6%
A-	3	21.4%
B	2	14.3%
B-	2	14.3%
C	2	14.3%
C-	1	7.1%
	14	
Retention Rate:		100%

AUT 151

Grade Distribution		
Grade	**# of Students**	**%**
A	2	14.3%
A-	1	7.1%
B+	2	14.3%
B	2	14.3%
B-	1	7.1%
C	2	14.3%
C-	1	7.1%
D	3	21.4%
	14	
Retention Rate:		100%

AUT 163

Grade Distribution		
Grade	**# of Students**	**%**
A-	2	13.3%
B+	1	6.7%
B	4	26.7%
B-	2	13.3%
C+	1	6.7%
C	2	13.3%
C-	1	6.7%
D	2	13.3%
	15	
Retention Rate:		100%

AUT 281

Grade Distribution		
Grade	**# of Students**	**%**
A	1	6.7%
B+	2	13.3%
B	3	20%
B-	2	13.3%
C+	1	6.7%
C-	2	13.3%
D+	2	13.3%
D	1	6.7%
D-	1	6.7%
	15	
Retention Rate:		100%

BASIC LAW ENFORCEMENT TRAINING (C55120)

I.   Description

Basic Law Enforcement Training (BLET) is designed to give students essential skills required for entry-level employment as law enforcement officers with state, county, or municipal governments, or with private enterprise.

This program utilizes State commission-mandated topics and methods of instruction. General subjects include, but are not limited to, criminal, juvenile, civil, traffic, and alcohol beverage laws; investigative, patrol, custody, and court procedures; emergency responses; and ethics and community relations.

Students must successfully complete and pass all units of study mandated by the North Carolina Criminal Justice Education and Training Standards Commission and the North Carolina Sheriffs' Education and Training Standards Commission to receive a certificate.

II.   Analysis of Desktop Audit Summary Data

A. Enrollment: The annual unduplicated headcount for 2021-22 was 40, a 43% increase from the previous year. The Fall and Spring freshman headcount was 39, a 44% increase from the previous year.

B. Graduation Rate: The certificate graduation rate was 74%, 29 graduates.

Goal Accomplishment of Graduates:

1. Of the 29 graduating students, 29 responded to the graduate survey. Fourteen graduates stated that their goal was to obtain a certificate, thirteen graduates stated their goal was to enhance their job skills for a new line of work, and two graduates stated their goal was to take courses for personal interest only.

2. Upon graduating, 97% (28 graduates) responded to the graduate survey that they fully accomplished their goal, and 3% (1 graduate) partially accomplished his goal.

C. Goal Accomplishment of Students Who Did Not Intend to Complete Program *(primary goal-Job enhancement in current employment or for a new field of employment, personal interest, or transfer)***:** The graduates stated they fully accomplished their goal.

D. Early Leavers in 2021-22:

1. **Withdrawals from the College:** Of the 10 students withdrawing from the College (23% withdrawal rate), none responded to the Leaver survey.

Goal Accomplishment of Withdrawals: Withdrawals did not respond to the Leaver survey.

2. **Changed Academic Program:** No students changed their academic program prior to completion.

E. Successful Placement: The related employment and/or enrolled in additional education rate of the graduates responding to the survey is 79%, 21 in related employment and 16 enrolled in additional education. Fourteen graduates enrolled in additional education are also in related employment and are not calculated in the placement rate. The one-year follow-up (Alumni Survey-Job Link) of 2020-21 graduates showed no more graduates in related employment or enrolled in additional education for a placement rate of 100%.

F. Employer Survey Results: *(20 surveys, 7 responses, 1 do not contact)*: The graduates working in this field were rated above average by the employer. Overall rate of satisfaction of employers with graduate employees was above average. 100% said they would hire future Coastal graduates.

G. Certification/Licensure: The 2021-2022 certification/licensure first-time passing rate was 94.29% (35 graduates). Two students took a portion of the exam again and subsequently passed for a 100% overall passing rate.

H. Advisory Committee: The Advisory Committee met in 2022 in conjunction with the Criminal Justice Advisory Committee. The minutes are on file. The Committee includes Chiefs of Police from most agencies in Onslow County including the Onslow County Sheriff's Office, Jacksonville Police Department, Richlands Police Department, Swansboro Police Department, Provost Marshal Office (PMO) officers from Marine Corps Base Camp Lejeune, as well as representatives from other criminal justice related agencies.

During this meeting, the Committee discussed various topics to include upcoming curriculum changes to BLET, activities at the off-site BLET facility, articulation agreements for training needs, the online Curriculum Online for Policing Services (COPS) degree program and transfer credits, as well as in-service needs of the various agencies present.

Additionally, the Committee discussed the need for various specialized BLET instructors, sponsorship of students, and student success updates.

I. **Student Opinion Survey (5-point scale): The opinion survey reveals that:**
    Withdrawals did not respond to leaver survey.
    Graduates rated Quality of Instruction in Program Areas, Quality of Instruction in Other Courses, Overall Quality of Academic Program, Teaching Facilities, and Equipment excellent.

III. Program Status & Plans - Next 1 to 2 Years (*Faculty/Dept. Head/Division Chair Section*)

A. **Staffing:** The Basic Law Enforcement Training program has a full-time Director and one part-time qualified assistant who also teach in the program. Approximately 80% of the class hours are taught by adjunct instructors, with the balance taught by the Director, qualified assistants, and other full-time Coastal faculty members. The availability of highway patrol, police officers, and deputy sheriffs as adjunct instructors is a significant asset to this program and remains adequate for the needs of the program.

B. **Facilities/Equipment:**

    Outdoor Training Course - This program continues to utilize the parking lots on campus for driver training. The College also remains in partnership with the Jacksonville Police Department for use of their range facility to provide Firearms training.

    A dedicated law enforcement training facility located at 708 Bell Fork Road is certified by North Carolina Criminal Justice Education and Standards Commission and currently serves as the main classroom, gear storage location, and training center allowing space for POPAT assessments, Patrol Techniques, Techniques of Traffic Law Enforcement, Criminal Investigations, and Traffic Crash Investigation, which were previously held off-site. The BLET training facility will also facilitate the needs of local public safety agencies when not being utilized by an in-session BLET class.

    Equipment - The current fleet of five BLET vehicles consists of one 2021 Dodge Chargers, two 2016 Dodge Chargers, and two 2015 Dodge Chargers. Of the current fleet, three of the five Dodge Chargers are in excellent condition; while the 2016 Chargers have required extensive repairs to internal components. Considerations will be made for trade-ins of these vehicles to more suitable and up-to-date vehicles, in-line with models driven by local law enforcement agencies. Additionally, existing repairs to the Driver Training make it minimally suitable for use on campus, it continues to require replacement.

C. **Employment Demand:**

    Police Officers and Deputies
    Nationally, the need for Police Officers and Deputies is expected to increase 7% through 2030. In North Carolina, this occupation is expected to grow 8% statewide through 2028. There are 1,800 annual vacancies expected for this occupation in North Carolina.

Average Salary	Minimum Annual/Hour	Median Annual/Hour	High Annual/Hour
National	$40,190/ $19.32	$64,610/ $31.06	$102,530/ $49.29
State	$37,300/ $17.94	$48,390/ $23.26	$67,440/ $32.42
Local	$40,190/ $19.32	$50,960/ $24.50	$62,340/ $29.97

http://www.onetonline.org

D. **Trends:** Enrollment saw a slight decrease during this time, consistent with national trends and social climate. Job placement has remained strong for graduates and is expected to remain strong as demand for qualified applicants at local agencies is high. Local law enforcement agencies are assisting with enrollment and early job placement by offering pre-hire opportunities for law enforcement trainee positions during the Basic Law Enforcement Training program.

IV.   Summary Data

A.   Operating Cost

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2021-22	0	0	77, 731	40,125	1,130	1,194
2020-21	27,134	27,066	58,199	28,252	0	80
2019-20	0	0	76,514	42,616	2,034	2,138
2018-19	0	0	35,592	29,917	1,321	1,082
2017-18	0	0	32,028	30,503	297	388

2021-22 – Ammunition was on a 9-15 month backorder nationwide during this time. Orders placed were held in a queue and shipped as available during the manufacturing process. The money that was budgeted for ammunition purchase during this fiscal year was not spent as the ammunition did not ship during this time. It shipped several months after the close of the fiscal year and will therefore offset the next fiscal year budget as well.

2020-21 – A significant amount of supplies intended for purchase during the fiscal year were unavailable due to COVID-19 related production and/or inventory delays (i.e. ammunition, gym equipment, simmunition rounds, and gear.)

2019-20 – A complete inventory of BLET supplies was conducted during this period, decreasing the need for items purchased. Additionally, many items purchased for the new BLET facility were purchased with other funds.

Graduation Rate/Successful Placement Scale (Internal Benchmark)
Unsatisfactory…………Satisfactory
0-49%.................................50-100%

B.   Certificate Enrollment:

	Headcount		Grads		FTE		
	Spr - Fall Fresh	Annual Undup.	No.	%	Fall	Spring	Total
2021-22	39	40	29	74	32.50	20.00	52.50
2020-21	27	28	22	81	15.00	20.00	35.00
2019-20	40	40	33	83	21.25	27.69	48.94
2018-19	46	46	39	85	31.25	30.00	61.25
2017-18	40	40	35	88	24.38	25.00	49.38

C.   Job Placement Follow-Up Results:

	Re-sponses	Related Employ.	Unrelated Employ.	Un-employ.	More Educ.	Un-known	1-yr Follow-up Related Emp.
2021-22	29	21 (72%)	3	5	16	0	
2020-21	14	14 (100%)	0	0	1	0	Unch (100%)
2019-20	22	15 (68%)	1	6	11	0	Unch (68%)
2018-19	39	31 (79%)	2	6	16	0	Unch (79%)
2017-18	33	28 (85%)	2	3	11	0	1 (88%)

2021-22 – Fourteen graduates enrolled in additional education are also in related employment.
2020-21 – One graduate enrolled in additional education is also in related employment.
2019-20 – Eight graduates enrolled in additional education are also in related employment.
2018-19 – Eleven graduates enrolled in additional education are also in related employment.
2017-18 – Seven graduates enrolled in additional education are also in related employment.
Note: If a student is not employed in this field within the first year of graduation, the graduate must retake the program.
Note: Employment status percents are calculated using number of responses.

D. Certification/Licensure Results:

	No. Tested	No. 1st Time Passing	No. Failed	% 1st Time Passing	Retake Pass	Overall % Pass
2021-22	35	33	2	94.29	2	100
2020-21	22	21	1	95.45	1	100
2019-20	35	34	1	97.14	1	100
2018-19	40	39	1	97.50	1	100
2017-18	35	29	6	83.00	6	100

E. Student Opinion Survey Results:

Excellent	Above Avg.	Average	Below Avg.	Poor
5 - - - - - -	- - - - 4 - - - -	- - - 3 - - -	- - - 2 - - -	- - - 1

	Graduates (29 of 29)	Withdrawals (0 of 10)
Quality of Instruction In Program Areas	4.86	N/A
Quality of Instruction in Other Courses	4.89	N/A
Overall Quality of Academic Program	4.89	N/A
Teaching Facilities	4.79	N/A
Equipment	4.69	N/A

F. Employer Survey Results (7 of 20): Evaluation of Students in Related Field Only

Employer Response to Survey Questions

1. Performance of vocational or technical skills   4.00
2. Effective communication in speaking, writing, reading and listening   4.00
3. Demonstrates the needed math skills   4.50
4. Uses information to analyze problems and make logical decisions   3.86
5. Demonstrates good work habits   3.86
6. If the need arises, would you hire a Coastal graduate in the future?   100% Yes
7. Overall rate of satisfaction with Coastal graduate employee   4.00

V.   Quality Review Summary

A. Strengths: A close working relationship continues to exist between this program and all of the local and state law enforcement agencies. The recruitment of Coastal BLET students by law enforcement agencies, both local and outside Onslow County, remains high with recruitment visits being incorporated into BLET course schedules. The BLET program also affords an opportunity for general instructors from local law enforcement agencies to obtain their 8 hours of supervised probationary instruction under the guidance of an experienced instructor and obtain the feedback of BLET students to improve their teaching.

B. Weaknesses: Due to the requirements of the program and the needs of the College, availability of the College's parking lots for Driver Training and gymnasium facilities for physical fitness training remains a challenge. Given the current social climate, law enforcement recruiting efforts have been difficult statewide.

C. Progress and Response to Objectives Set and Printed in 2020-21 DTA

1. Develop signage for advertisement and participate in local job fairs. **COMPLETE AND ONGOING**
2. Create rack cards for on- and off-campus events to market the program. **COMPLETE**
3. Replace older generation training firearms with newer models consistent with local area law enforcement service weapons through the sale or trade-in of currently owned school firearms. **CONTINUE**
4. Work with local law enforcement agencies to accommodate their need for seats in the Basic Law Enforcement Training program. **COMPLETE AND ONGOING**
5. Develop a pathway for student success by creating lunchtime tutoring for any student scoring below 85% on individual block exams. **COMPLETE AND ONGOING**
6. Invite law enforcement agencies statewide to visit class starting at week two for recruitment efforts. **COMPLETE AND ONGOING**
7. Request to purchase a new driver training utility trailer. **CONTINUE**

D. Summary of Improvements and/or Budget Decisions Based On Analysis
1. Rack cards and promotional materials completed to assist in job fair and community events to promote BLET training.
2. Local agencies offering Police Trainee pre-hire seats are offered first-seating opportunity for BLET as required by North Carolina Administrative Code. All other completed BLET applications are seated after these positions.
3. Students scoring below 85% on end of block testing must attend lunchtime tutoring for that particular block of instruction to reinforce training objectives.

E. Program Objectives/Action for the Next 1 to 2 Years
1. Replace older generation training firearms with newer models consistent with local area law enforcement service weapons through the sale or trade-in of currently owned school firearms.
2. Request to purchase a new driver training utility trailer.
3. Phase out older model or under-performing Dodge Chargers with newer model police SUVs, in-line with vehicles that local agencies are driving.
4. Work with local agencies to increase cadre of specialized instructors including: Driving, Subject Control / Arrest Techniques, Firearms, Explosives & Hazmat, Physical Fitness, and Rapid Deployment.
5. Prepare for the potential revision in the BLET program.

F. Program/Student Learning Outcomes at Program Completion

94.29%
1. Graduates of the Basic Law Enforcement Training program will be proficient in both the theory and application of the law. 95% of the students who complete the program will pass the North Carolina Criminal Justice Education and Training Standards Commission comprehensive test for certification.

2. Graduates of the Basic Law Enforcement Training program will be employed in the field.

79%
   a. 65% of the graduates of the BLET program responding to the Graduate/Completer Survey will report employment in the field or pursuing further education.

100%
   b. 70% of the previous year graduates of the BLET program responding to the Alumni Survey distributed one year after graduation will report employment in the field or continuing their education.

3. Employers of the Basic Law Enforcement Training program graduates will rate the technical and academic skills of the employee as above average.

1. 4.00
2. 4.00
3. 4.50
   a. The Employer Survey conducted each year will rate the graduates as above average on the three course area performance (competency) survey questions. "Above Average" is higher than a 3.0 on a 5-point scale rating; however, if any of the three survey questions has an individual rating of 3.0 or below, that individual course area performance will be reviewed further.

100%
   b. 80% of the respondents to an Employer Survey conducted each year will respond that they would employ future graduates of the BLET program.

Student Outcomes/Competency Evaluation:

The student outcomes/student competency is measured throughout the period of the fall or spring semester programs. During the semester-long program, the student is evaluated in 35 course topics for academic proficiency and six course topics for technical proficiency.

The comprehensive state examination evaluates knowledge, hands on performance, and critical thinking skills. The method of evaluation utilizes external evaluation by the North Carolina Criminal Justice Education and Training Standards Commission.

BUSINESS ADMINISTRATION
ENTREPRENEURSHIP CONCENTRATION (A25120)
Marketing and Customer Service Certificate (C25120M)

I.   Description

The Business Administration curriculum is designed to introduce students to the various aspects of the free enterprise system. The Entrepreneurship Concentration is designed to provide students with the knowledge and skills necessary for employment and growth as self-employed business owners. Coursework includes entrepreneurial concepts learned in innovation and creativity, as well as development in leadership and decision making.

Through these skills, students will have a sound education base in entrepreneurship for lifelong learning. Graduates should be prepared to be self-employed and start their own business.

II.   Analysis of Desktop Audit Summary Data

A.   Enrollment: The annual unduplicated headcount for 2021-22 was 97, a 10% increase from the previous year. The Fall freshman headcount was 63, a 11% increase from the previous year. The certificate annual unduplicated headcount for 2021-22 was 13, a 8% increase from the previous year. The freshman headcount was 13, a 8% increase from the previous year.

B.   Graduation Rate: The associate graduation rate was 19%, 11 graduates; the certificate graduation rate was 100%, 13 graduates. The graduate unduplicated headcount was 16.

Goal Accomplishment of Graduates:

1.   Of the 16 graduating students, 9 responded to the graduate survey. All students stated that their goal was to obtain a degree.

2.   Upon graduating, 100% (9 graduates) responded that they had fully accomplished their goal.

C.   Goal Accomplishment of Students Who Did Not Intend to Complete Program *(primary goal-Job enhancement in current employment or for a new field of employment, personal interest, or transfer)*: N/A

D.   Early Leavers in 2021-22:

1.   **Withdrawals from the College:** Of the 36 students withdrawing from the College (37% withdrawal rate), 1 responded to the Leaver survey.

Goal Accomplishment of Withdrawals: One withdrawal responding to the Leaver survey said she did not accomplish her goal.

2.   **Changed Academic Program:** Nineteen students changed their program prior to completion. Three students changed to Associate in Science, three changed to Accounting and Finance, four changed to Cosmetology, two changed to Paralegal Technology, four changed to Associate in Arts, one changed to Systems Security, one changed to Office Administration, and one changed to Automotive Systems Technology.

E.   Successful Placement: The related employment and/or enrollment in additional education rate of the graduates responding to the survey is 67%, 4 in related employment and 3 enrolled in additional education. One graduate enrolled in additional education is also in related employment and is not calculated in the placement rate. The one-year follow-up (Alumni Survey-Job Link) of 2020-21 unduplicated graduates showed no more graduates in related employment or enrolled in additional education for a placement rate of 100%.

F.   Employer Survey Results: *(1 survey, 0 responses, 1 do not contact):* The graduate in related employment is self-employed. While for other programs graduates who are self-employed are not counted toward their program's respective "related employment" total, because the Business Administration Entrepreneurship Concentration is designed to provide students with the knowledge and skills necessary for employment and growth as self-employed business owners, the aforementioned self-employed graduate is counted toward the Business Administration Entrepreneurship Concentration program's "related employment" total. No Employer Survey was mailed to this graduate since they would have provided feedback related to the program's quality in the Graduate Survey. The employer did not respond to the Employer survey.

G.   Certification/Licensure: Not applicable.

H. **Advisory Committee:** The Business Administration program held a virtual Advisory Committee meeting in Spring 2022. The Committee discussed program courses and projects the students were participating in. We also discussed how members could participate in the students' experience as guest speakers in the classroom. Program marketing efforts were also discussed. Minutes were recorded and are on file with the Division office.

I. **Student Opinion Survey** (5-point scale)**:** The opinion survey reveals that:
Withdrawals did not rate services.
Graduates rated Quality of Instruction in Program Areas excellent; Quality of Instruction in Other Courses, Overall Quality of Academic Program, Teaching Facilities, and Equipment above average.

III. Program Status & Plans - Next 1 to 2 Years (*Faculty/Dept. Head/Division Chair Section*)

A. **Staffing:** The equivalent to two full-time faculty taught courses with a business-related prefix; 12.67% of the courses were taught by adjunct faculty.

B. **Facilities/Equipment:**
Labs
Classroom Space
A laptop cart and laptops allow instructors to use computers in the classroom when needed. The computer classroom chairs need to be replaced.

C. **Employment Demand**
Nationally, the need for first-line supervisors of landscaping, lawn service, and groundskeeping workers is expected to increase 3% through 2031. In North Carolina, this occupation is expected to increase 7% through 2030. There are 670 annual vacancies expected for this occupation in North Carolina.

Average Salary	Minimum Annual/Hour	Median Annual/Hour	High Annual/Hour
National	$34,600/$16.63	$48,800/$23.46	$78,800/$37.93
State	$35,070/$16.86	$48,720/$23.42	$76,120/$36.60
Local	$28,630/$13.77	$43,870/$21.09	$62,210/$29.91

http://www.onetonline.org

Nationally, the need for first-line supervisors of housekeeping and janitorial workers is expected to increase 5% through 2031. In North Carolina, this occupation is expected to increase 7% through 2030. There are 1,020 annual vacancies expected for this occupation in North Carolina.

Average Salary	Minimum Annual/Hour	Median Annual/Hour	High Annual/Hour
National	$28,980/$13.93	$39,630/$19.05	$63,530/$30.54
State	$28,560/$13.73	$38,180/$18.35	$60,730/$29.20
Local	$27,070/$13.02	$35,520/$17.08	$56,050/$26.95

http://www.onetonline.org

Nationally, the need for first-line supervisors of personal service workers is expected to increase 13% through 2031. In North Carolina, this occupation is expected to increase 22% through 2030. There are 870 annual vacancies expected for this occupation in North Carolina.

Average Salary	Minimum Annual/Hour	Median Annual/Hour	High Annual/Hour
National	$28,700/$13.80	$40,390/$19.42	$65,540/$31.51
State	$29,900/$14.38	$38,540/$18.53	$61,310/$29.47
Local	$28,280/$13.59	$35,680/$17.16	$62,090/$29.85

http://www.onetonline.org

Nationally, the need for first-line supervisors of non-retail sales workers is expected to change very little through 2031. In North Carolina, this occupation is expected to increase 2% through 2030. There are 1,470 annual vacancies expected for this occupation in North Carolina.

Average Salary	Minimum Annual/Hour	Median Annual/Hour	High Annual/Hour
National	$47,510/$22.84	$79,680/$38.31	$160,120/$76.98
State	$49,680/$23.89	$95,880/$46.10	$166,080/$79.85
Local	$38,990/$18.74	$70,270/$33.78	$140,750/$67.67

http://www.onetonline.org

Nationally, the need for first-line supervisors of retail sales workers is expected to decrease 5% through 2031. In North Carolina, this occupation is expected to change very little through 2030. There are 5,200 annual vacancies expected for this occupation in North Carolina.

Average Salary	Minimum Annual/Hour	Median Annual/Hour	High Annual/Hour
National	$29,000/$13.94	$39,230/$18.86	$73,160/$35.17
State	$28,390/$13.65	$38,650/$18.58	$64,790/$31.15
Local	$26,190/$12.59	$37,330/$17.95	$60,410/$29.04

http://www.onetonline.org

Nationally, the need for online merchants is expected to increase 5% through 2031. In North Carolina, this occupation is expected to increase 7% through 2030. There are 2,640 annual vacancies expected for this occupation in North Carolina.

Average Salary	Minimum Annual/Hour	Median Annual/Hour	High Annual/Hour
National	$38,050/$18.29	$74,670/$35.90	$128,030/$61.55
State	$38,720/$18.61	$64,770/$31.14	$123,120/$59.19
Local	$45,510/$21.88	$69,450/$33.39	$100,730/$48.43

http://www.onetonline.org

D. Trends:

1. "Entrepreneurship is a mindset and young adults are getting out of school and excited to make it happen for themselves. This is the trend today, and it will continue to increase as people see more examples of the potential for entrepreneurship in their careers." Deborah Sweeney, CEO & Owner of MyCorporation_https://www.futureofeverything.io/ask-thought-leaders-whats-future-entrepreneurship/

2. "Millennials demand comprehensive leadership and opportunities for growth within every position they fill. Transparency, collaboration, and a seamless work-life balance are vital not only to their comfort, but also to their success within the workplace. Millennials also effortlessly adopt new technologies as they're announced, therefore erasing the awkward adjustment phase every previous generation of offices has endured after a computer and equipment update." https://www.entrepreneur.com/article/270045.

3. "Becoming an entrepreneur will become the first option for people. The next generation of entrepreneurs between ages 16-30 will look to first create their own company, products, services, and vision instead of opting for attaining jobs out of college with large firms or companies. The spirit and evolution of the entrepreneur is alive and well. With more opportunities, funding, and options available people will take advantage of chasing their dreams." Ray McKenzie, Founder and Principal of Red Beach Advisors https://www.futureofeverything.io/ask-thought-leaders-whats-future-entrepreneurship/

IV. Summary Data

A. Operating Budget:

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2021-22	0	0	1,498	1,498	0	0
2020-21	0	0	1,544	1,544	0	0
2019-20	0	0	31,550	31,480	0	0
2018-19	0	0	1,081	69	0	0
2017-18	0	0	11	11	1,500	0

2018-19 – Perkins Grant funds were utilized to buy supplies and pay for professional development as noted in program improvements.
2017-18 – The professional development approved funds were transferred to the Accounting Department.

Graduation Rate/Successful Placement Scale (Internal Benchmark)
Unsatisfactory   Satisfactory
0-49%.....................…………50-100%

B. Enrollment:

1. Business Administration/Entrepreneurship Concentration Associate (A25120)

	Headcount		Grads		FTE			
	FRS	Ann'l Undup.	No.	%	Fall	Spring	Summer	Total
2021-22	63	97	11	19	24.25	27.31	11.03	62.59
2020-21	57	88	7	15	23.84	23.56	9.88	57.28
2019-20	46	88	13	20	26.63	24.02	7.47	58.12
2018-19	64	106	10	15	30.34	23.28	9.12	62.74
2017-18	67	97	3	5	20.80	26.59	11.99	59.38

2. Marketing and Customer Service Certificate (C25120M)

	Headcount		Grads	
	FRS	Ann'l Undup.	No.	%
2021-22	13	13	13	100
2020-21	12	12	12	100
2019-20	15	15	15	100

C. Job Placement Follow-Up Results:

	Re-sponses	Related Employ.	Unrelated Employ.	Un-employ.	More Educ.	Un-known	1-yr Follow-up Related Emp.
2021-22	9	4 (44%)	2	3	3	0	
2020-21	3	0 (0%)	1	2	3	0	Unch (0%)
2019-20	13	4 (31%)	4	5	4	0	Unch (31%)
2018-19	9	2 (22%)	3	3	4	0	1 (33%)
2017-18	3	1 (33%)	0	2	1	0	Unch (33%)

2021-22 – One graduate enrolled in additional education is also in related employment.
2019-20 – One graduate enrolled in additional education is also in related employment.

D. Student Opinion Survey Results:

Excellent	Above Avg.	Average	Below Avg.	Poor
5 - - - - - -	- - - 4 - - - -	- - - 3 - - - -	- - - 2 - - - -	- - - - 1

	Graduates (9 of 16)	Withdrawals (1 of 36)
Quality of Instruction in Program Area	4.50	5.00
Quality of Instruction in Other Courses	4.13	5.00
Overall Quality of Academic Program	4.38	5.00
Teaching Facilities	4.00	5.00
Equipment	4.00	5.00

E. Employer Survey Results (0 of 1): Evaluation of Students in Related Field Only
Employer Response to Survey Questions

1. Performance of vocational or technical skills   N/A
2. Effective communication in speaking, writing, reading and listening   N/A
3. Demonstrates the needed math skills   N/A
4. Uses information to analyze problems and make logical decisions   N/A
5. Demonstrates good work habits   N/A
6. If the need arises, would you hire a Coastal graduate in the future?   N/A
7. Overall rate of satisfaction with Coastal graduate employee.   N/A

V.   Quality Review Summary

A. Strengths:
1. Members of ABLE (Aspiring Business Leaders & Entrepreneurs) attend seminars on how to invest in their future, and participate in a tour of the College's Small Business Center.
2. At the close of their final semester, students are able to demonstrate that they have the ability to create a business plan.
3. Students stay current with new technology by using laptops and iPads purchased for the curriculum in order to access various accounting and business applications.
4. Twelve-week ACC 120 Principles of Financial Accounting and BUS 110 Introduction to Business courses were successfully added to the schedule.
5. The Business Administration program has an active campus club, ABLE (Aspiring Business Leaders & Entrepreneurs), that participates in campus events such as Branch Out, Fall Festival, and Spring Fling.
6. All program courses can be delivered 100% online.
7. Full-time instructors are program advisors.
8. The student success coach is utilized in order to help decrease the withdrawal rate.
9. Full time instructors participated in the annual YTEC Conference to promote program to high school students.
10. Full-time instructors participated in the annual Onslow County High School Career Day.
11. Provide students with access and instruction to business plan software (LivePlan).
12. Use mixed media methods to engage students in both seated and online courses.

B. Weaknesses:
1. BT 103 has an outdated smartboard that needs to be replaced.
2. Several seated AAS courses cancel due to low enrollment.

C. Progress and Response to Objectives Set and Printed in 2020-21 DTA
1. Incorporate strategies to investigate the high withdrawal rate. **CONTINUE AS REVISED**
2. Participate in and broadcast a fashion show demonstrating how to dress for a professional interview. **COMPLETE**
3. Plan a Professional Clothing Drive, raising funds for an Accounting and Finance and/or Business Administration student in good standing for the College Foundation to be used as a scholarship. **COMPLETE AND ONGOING**
4. Create a short film showing upcoming graduates how affordable professional interview attire can be acquired. **COMPLETE**
5. Add CSC 118 Swift Programming I course to curriculum outline which brings together design thinking, marketing, project planning, and collaboration skills that are highly desired by employers. **COMPLETE**
6. Update curriculum marketing materials. **COMPLETE**
7. Schedule New Student Orientation sessions where students are guided through the registration process. **COMPLETE**
8. Hire PASS Leader and/or accounting tutor for ACC 120 Principles of Financial Accounting. **COMPLETE AND ONGOING**
9. Analyze why students are not completing the program and implement strategies for completion. **COMPLETE AND ONGOING**

D. Summary of Improvements and/or Budget Decisions Based On Analysis
1. Added CSC 118 Swift Programming I course to curriculum.
2. Met with counselors and distributed marketing materials.
3. Contacted students who showed an interest in program areas.
4. Updated accounting software and subscriptions.

E. Program Objectives/Actions for the Next 1 to 2 Years
1. Contact the students who withdrew from the program to determine their reason for withdrawal.
2. Implement strategies to increase graduate and employer survey completions.
3. Communicate with local business owners to increase related job placement.
4. Add program certificates for Career and College Promise students.
5. Update technology to support the addition of CSC 118 Swift Programming I.
6. Offer courses so students can complete program 100% online to meet student needs.
7. Distribute program newsletter to all current students and members of the advisory committee.

8. To investigate the sequencing of the capstone course.

F. Program/Student Learning Outcomes at Program Completion

1. Graduates of the Business Administration/Entrepreneurship Concentration program will demonstrate development in leadership, innovation and creativity, and decision making skills.

   95.8%
   a. At the close of the final semester, students will have completed a professional cover letter and résumé, as well as participated in a mock interview to prepare for the job market. They will have also pitched a new business idea using a business plan they have already created in a prior course.
   This project will be required in their capstone course, BUS 270 Professional Development. The average score will be 70% or higher.

2. Graduates of Business Administration/Entrepreneurship Concentration will be employed in the field.

   67%
   a. 50% of the graduates responding to the Graduate/Completer Survey will report employment in the field or continuing their education.

   100%
   b. 50% of the previous year graduates responding to the Alumni Survey will report employment in the field.

3. Employers of the Business Administration/Entrepreneurship Concentration program graduates will rate the technical and academic skills as average or above.

   1. N/A
   2. N/A
   3. N/A
   a. The Employer Survey conducted each year will rate the graduates as above average on the three course area performance (competency) survey questions. "Above average" is higher than a 3.0 on a 5-point scale; however, if any of the three survey questions has an individual rating below 3.0, that individual course area performance will be reviewed further.

   N/A
   b. 80% of the respondents to the Employer Survey conducted each year will respond that they would employ future graduates of the Business Administration/Entrepreneurship Concentration program.

Student Outcomes/Competency Evaluation:

At the close of the final semester, students will have completed a professional cover letter and résumé, as well as participated in a mock interview to prepare for the job market. They will have also pitched a new business idea using a business plan they have already created in a prior course. This project will be required in their capstone course, BUS 270 Professional Development. The average score will be 70% or higher.

Capstone Course
BUS 270 Professional Development

Grade Distribution				Graduates	
Grade	**# of Students**	**%**		**# of Students**	**Term**
A	13	54.2%		2	2022SP
A-	2	8.3%			
B+	2	8.3%			
B	4	16.7%			
C+	1	4.2%			
C	1	4.2%			
F	1	4.2%			
	24				
Retention Rate:		100%			

COLLISION REPAIR AND REFINISHING TECHNOLOGY (D60130)

Collision Repair and Refinishing Technology Certificate (C60130E), Collision Repair Introductory Certificate (C60130F), Collision Repair Intermediate Certificate (C60130G), and Collision Repair Advanced Certificate (C60130H)

I. Description

The Collision Repair and Refinishing Technology program prepares individuals to apply technical knowledge and skills to repair, reconstruct, and finish automobile bodies, fenders, and external features. This program includes instruction in structure analysis, damage repair, non-structural analysis, mechanical and electrical components, plastics and adhesives, painting and refinishing techniques, and damage analysis and estimating.

II. Analysis of Desktop Audit Summary Data

A. Enrollment: The diploma (D60130) annual unduplicated headcount for 2021-22 was 18, a 13% increase from the previous year. The freshman headcount was 16, no change from the previous year.

The Collision Repair and Refinishing Technology Certificate (C60130E) annual unduplicated headcount for 2021-22 was 7, a 13% decrease from the previous year. The freshman headcount was 7, a 13% decrease from the previous year.

The Collision Repair Introductory Certificate (C60130F) annual unduplicated headcount for 2021-22 was 13, a 44% increase from the previous year. The freshman headcount was 13, a 44% increase from the previous year.

The Collision Repair Intermediate Certificate (C60130G) annual unduplicated headcount for 2021-22 was 10, a 25% increase from the previous year. The freshman headcount was 10, a 25% increase from the previous year.

The Collision Repair Advanced Certificate (C60130H) annual unduplicated headcount for 2021-22 was 7, a 13% decrease from the previous year. The freshman headcount was 7, a 13% decrease from the previous year.

B. Graduation Rate: The diploma graduation rate was 56%, 9 graduates; Collision Repair and Refinishing Technology Certificate was 100%, 7 graduates; Collision Repair Introductory Certificate was 100%, 13 graduates; Collision Repair Intermediate Certificate was 100%, 10 graduates; and Collision Repair Advanced Certificate was 100%, 7 graduates. The graduate unduplicated headcount was 14.

Goal Accomplishment of Graduates: The program is fulfilling its purpose because:

1. Of the 14 graduating students, 13 responded to the graduate survey. Twelve graduates stated that their goal was to obtain a diploma/certificate and one to take courses for personal interest.

2. Upon graduating, 46% (6 graduates) said that they had fully accomplished their goal, and 54% (7 graduates) partially accomplished their goal.

C. Goal Accomplishment of Students Who Did Not Intend to Complete Program *(primary goal-job enhancement in current employment or for a new field of employment, personal interest, or transfer):* One fully accomplished her goal to take courses for personal interest.

D. Early Leavers in 2021-22:

1. **Withdrawals from the College:** Of the 5 diploma students withdrawing from the College (28% withdrawal rate), two responded to the Leaver survey.

   Goal Accomplishment of Withdrawals: Two withdrawals responding to the Leaver survey said they partially accomplished their goal.

2. **Changed Academic Program:** Four students changed their academic program prior to completion. Two changed to Associate in Arts and two to Automotive Systems Technology.

E. Successful Placement: The related employment and/or enrolled in additional education rate of the unduplicated graduates responding to the survey is 77%, 5 graduates in related employment and 9 enrolled in additional education. Four students enrolled in additional education are also in related employment and not calculated in the placement rate. The one-year follow-up (Alumni Survey-Job Link) of 2020-21 showed no more graduates in related employment or enrolled in additional education for a placement rate of 89%.

F. **Employer Survey Results:** *(2 surveys, 0 responses, 2 do not contact)*: The employers did not respond to the Employer survey.

G. **Certification/Licensure:** I-CAR Professional Development Program - Education Edition (PDP-EE) is a mandatory part of the program.

H. **Advisory Committee:** The Advisory Committee did not meet in 2021-22 due to COVID-19, members were contacted by phone and email. Several dealerships have expressed interest in joining.

I. **Student Opinion Survey (5-point scale):** The opinion survey reveals that:
Withdrawals rated Quality of Instruction in Program Areas, Quality of Instruction in Other Courses, Overall Quality of Academic Program, Teaching Facilities, and Equipment above average.
Graduates rated Quality of Instruction in Program Areas, Quality of Instruction in Other Courses, Overall Quality of Academic Program, Teaching Facilities, and Equipment above average.

III. Program Status & Plans - Next 1 to 2 Years *(Faculty/Dept. Head/Division Chair Section)*

A. **Staffing:** Staffing is adequate with 1 full-time SACSCOC-qualified instructor. Due to increased lab work and safety precautions, additional assistance in the lab is needed.

B. **Facilities/Equipment:**

Facilities: Lab space is becoming very limited. In order to accommodate needed lab work and demonstrations, along with storage of sensitive equipment, additional space is required.
Classroom space is now shared with Automotive Systems Technology, making scheduling of courses more difficult. It is becoming increasingly difficult to obtain service for the paint booth because it is a one-off from the manufacturer and does not utilize parts that are easily serviced.

Equipment: In order to incorporate current trends in repair techniques, a KECO Level One Glue Pulling System was purchased through Perkins Grant funds.

A solvent-based paint system was purchased and installed, making refinish training and paint mixing training easier and more cost-efficient, as well as providing students more industry-relevant experience.

The Car-O-Liner frame machine is advanced and operates well with maintenance. The accompanying measuring system is also highly advanced and provides the students a valuable skill to offer employers. It is very delicate, however, and subject to damage and malfunction by being stored out on the lab floor where it is subject to dust and exposure.

C. **Employment Demand:**

Auto Body Repair Technician

Nationally, the need for auto body repair technicians is expected to increase 5% through 2030. In North Carolina, this occupation is expected to increase 6% statewide through 2028. There are 580 annual vacancies expected for this occupation in North Carolina.

Average Salary	Minimum Annual/Hour	Median Annual/Hour	High Annual/Hour
National	$29,660/$14.26	$47,270/$22.73	$76,220/$36.64
State	$29,080/$13.98	$47,200/$22.69	$70,100/$33.70
Local	$28,040/$13.48	$44,170/$21.24	$57,390/$27.59

http://www.onetonline.org

D. **Trends:** The collision industry has had a robust recover after COVID and has recognized a severe shortage of entry-level technicians. The industry as a whole is pushing for intense basic-skills training, increased knowledge of estimating procedures, and basic knowledge of electric vehicle (EV) and conventional repair requirements.

IV. Data Page

A. Operating Budget:

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2021-22	0	0	37,422	32,528	0	0
2020-21	0	0	53,214	42,103	0	0
2019-20	0	0	48,405	33,520	0	0
2018-19	0	0	28,689	27,602	0	0
2017-18	0	0	39,615	43,054	0	(9)

2019-20 – Perkins Grant funds were used to purchase the Car Caddy electric vehicle mover.
2017-18 – Unbudgeted repairs for the paint booth.

Graduation Rate/Successful Placement Scale (Internal Benchmark)
Unsatisfactory   Satisfactory
0-49%...50-100%

B. Enrollment:

1. Diploma (D60130)

	Headcount		Grads		FTE			
	FRS	Annual Undup.	No.	%	Fall	Spring	Summer	Total
2021-22	16	18	9	56	12.38	10.69	5.50	28.57
2020-21	16	16	8	50	11.53	9.97	5.00	26.50
2019-20	13	13	5	38	9.97	5.88	2.50	18.35
2018-19	14	14	7	50	11.22	8.41	4.00	23.63
2017-18	14	14	7	50	11.31	8.69	3.50	23.50

2. Collision Repair and Refinishing Technology Certificate (C60130E)

	Headcount		Grads	
	FRS	Annual Undup.	No.	%
2021-22	7	7	7	100
2020-21	8	8	8	100
2019-20	5	5	5	100
2018-19	7	7	7	100
2017-18	7	7	7	100

3. Collision Repair Introductory Certificate (60130F)

	Headcount		Grads	
	FRS	Annual Undup.	No.	%
2021-22	13	13	13	100
2020-21	9	9	9	100
2019-20	8	8	8	100
2018-19	10	10	10	100
2017-18	11	11	11	100

4. Collision Repair Intermediate Certificate (60130G)

	Headcount		Grads	
	FRS	Annual Undup.	No.	%
2021-22	10	10	10	100
2020-21	8	8	8	100
2019-20	6	6	6	100
2018-19	9	9	9	100
2017-18	8	8	8	100

5. Collision Repair Advanced Certificate (60130H)

	Headcount		Grads	
	FRS	Annual Undup.	No.	%
2021-22	7	7	7	100
2020-21	8	8	8	100
2019-20	5	5	5	100
2018-19	8	8	8	100
2017-18	7	7	7	100

C. **Unduplicated Program Graduates 2021-22:**

	Graduates	Diploma	C60130E	C60130F	C60130G	C60130H
Diploma	9	N/A	7	8	8	7
C60130E	7	7	N/A	7	7	7
C60130F	13	8	7	N/A	10	7
C60130G	10	8	7	10	N/A	7
C60130H	7	7	7	7	7	N/A

Note: The table shows students who graduated with one or more credential.

D. **Job Placement Follow-Up Results:**

	Re-sponses	Related Employ.	Unrelated Employ.	Un-employ.	More Educ.	Un-known	1-yr Follow-up Related Emp.
2021-22	13	5 (38%)	3	5	9	0	
2020-21	9	4 (44%)	0	5	5	0	Unch (44%)
2019-20	0	0 (0%)	0	0	0	0	Unch (0%)
2018-19	9	5 (56%)	0	3	4	0	Unch (56%)
2017-18	7	3 (43%)	2	2	2	0	Unch (43%)

2021-22 – Four graduates enrolled in additional education are also in related employment.
2020-21 – One graduate enrolled in additional education is also in related employment.
2018-19 – One graduate enrolled in additional education is also in related employment.
2017-18 – One graduate enrolled in additional education is also in related employment.
Note: Employment status percents are calculated using number of responses.

E. **Student Opinion Survey Results:**

Excellent	Above Avg.	Average	Below Avg.	Poor
5 - - - - - -	- - - - 4 - - - -	- - - 3 - - -	- - - 2 - - -	- - - 1

	Graduates (13 of 14)	Withdrawals (2 of 5)
Quality of Instruction In Program Areas	4.00	4.00
Quality of Instruction in Other Courses	4.09	4.00
Overall Quality of Academic Program	4.00	4.00
Teaching Facilities	4.18	4.00
Equipment	4.00	3.50

F. **Employer Survey Results (0 of 2): Evaluation of Students in Related Field Only**
Employer Response to Survey Questions

1. Performance of vocational or technical skills N/A
2. Effective communication in speaking, writing, reading and listening N/A
3. Demonstrates the needed math skills N/A
4. Uses information to analyze problems and make logical decisions N/A
5. Demonstrates good work habits N/A
6. If the need arises, would you hire a Coastal graduate in the future? N/A
7. Overall rate of satisfaction with Coastal graduate employee N/A

V.   Quality Review Summary

A.   Strengths: Post-COVID, the collision industry is desperate for entry-level technicians so the already strong demand continues to increase. More potential employers in Eastern NC are reaching out about hiring students. As word grows about the industry, we are receiving more inquiries from prospective students. The number of female students is increasing, as is the number of women entering the collision repair field. This enables us to mirror a growing trend in the industry.

As the instructor is part of the I-CAR Collision Repair Education Foundation, our program is included in Instructor Roundtables and surveys that help stay on top of industry trends as well as to help adapt the program to meet the changing employment environment. In order to ensure students receive up-to-date training in Structural Repair and Measurement, the instructor attended Car-O-Liner training in June. This helps better utilize the frame machine and measuring system. In order to incorporate current trends in repair techniques, a KECO Level One Glue Pulling System was purchased through Perkins Grant funds.

The program was notified in December 2021 that we received a donation of a total loss 2016 Ford Fusion via I-CAR CREF and Farmers Insurance, to help demonstrate modern damage analysis and apply current techniques. The paint mixing room has been updated to incorporate the new paint system, allowing industry-relevant training and experience for students.

B.   Weaknesses: The lack of lab and storage space continues to affect the instructor's ability to perform hands-on demonstrations as well for the students to adequately perform time-intensive tasks, as many vehicles and/or parts must be left outside. The lack of storage space requires sensitive equipment to be stored on the shop floor exposed to dust and damage. This has led to costly repairs to the sensitive measuring system hardware. The program has large tools, primarily for metal fabrication, that take up valuable floor space and are irrelevant to collision repair. Extreme temperatures interfere with materials used, adding to difficulty in instruction along with costs.

The program still struggles with obtaining newer, more relevant vehicles for demonstrations and lab projects. The Pro-Spot Resistance welder was purchased in 2008 and is beginning to exhibit some malfunctions due to age and abuse.

Many projects are simply complete "paint jobs" on older vehicles, something not commonly done in collision shops anymore. The program's course offerings focus too heavily on structural damage, an area entry-level techs will not be involved in. Feedback from industry partners indicates a strong need to teach estimating skills, something the program currently does not perform adequately.

C.   Progress and Response to Objectives Set and Printed in 2020-21 DTA
1.   Investigate options for an outside classroom space, including an awning, safety bollards, and re-direction of traffic. **CONTINUE AS REVISED**
2.   Develop a clear pathway, to include consideration of articulated credit, for graduates of the new Eastern North Carolina Regional Skills Center (High School). **CONTINUE AS REVISED** – Students who enroll that have already earned I-CAR certification through the skills center will be exempted from that portion of the program. Currently exploring additional options as there is no clear articulation path for our one-year program.
3.   Upgrade the paint mixing room to meet federal and local regulations and fire codes. **COMPLETE**
4.   To make the hands-on training more relevant to the industry, a priority will be to obtain some newer damaged vehicles, both for training as well as demonstration tools. **CONTINUE AS REVISED**
5.   Replace complicated, outdated waterborne paint system with an easier to use economical solvent-based system. **COMPLETE**
6.   Upgrade air sanders to models compatible with the central vacuum system to attempt to eliminate some of the dust generated in the lab. **COMPLETE AND ONGOING**
7.   Incorporate free training available through paint manufacturer, to provide students and instructors with up-to-date information as well as industry and OSHA certifications which will provide students with more employment opportunities. **DELETED**
8.   Investigate possibilities of increasing project vehicle parking areas, to prevent lab area from being used to store vehicles. **COMPLETE**
9.   Investigate strategies to increase related employment opportunities for graduates. **COMPLETE AND ONGOING** – Utilizing our Detailing course to focus on professional detailer demand, instead of simple in-shop services.

10. Review, evaluate and update program curriculum including capstone course, as needed, to better align with current industry standards and local and regional workforce needs. **COMPLETE AND ONGOING**
11. Review and expand program's Advisory Committee. Evaluate active membership and seek additional local industry representatives. **CONTINUE**
12. Incorporate a technician service data terminal for the lab. This would be used by students to access service information for vehicles, simulating processes used in collision repair facilities. **CONTINUE AS REVISED**
13. The Department Head will seek technical training that is available locally or virtually that is most applicable to the program. **COMPLETE AND ONGOING**

D. Summary of Improvements and/or Budget Decision Based On Analysis
1. In order to incorporate current trends in repair techniques, a KECO Level One Glue Pulling System was purchased through Perkins Grant funding.
2. The Instructor attended Car-O-Liner training in Mooresville, NC, to provide more up-to-date information to students while learning the frame machine and measuring system.
3. A solvent-based paint system was purchased and installed to provide more industry relevant training and experience to students.
4. Along with the new paint system, the paint storage room was updated accordingly to meet current fire codes.
5. New sanders compatible with the vacuum system were purchased, enabling expanded use of the system to reduce dust for a safer and cleaner environment.
6. To free up under-utilized space in the lab, the old countertop and cabinets in the lab were disposed of to eliminate clutter and areas for dust collection.

E. Program Objectives/Action for the Next 1 to 2 Years
1. Explore options, such as external storage and lockable storage cabinets, to increase storage options for costly materials and equipment for better security and organization as well as enhanced utilization of the lab space.
2. Continue to consider options for articulation with Skills Center students to recruit these students.
3. To make the hands-on training more relevant, continue to explore options to obtain new vehicles.
4. Expand and strengthen Advisory Committee. Evaluate active membership and seek additional local industry representatives.
5. Incorporate a computer terminal for the lab to enable students to access repair databases and to facilitate the incorporation of collision estimating training.
6. Explore new employment options for students utilizing course experience.
7. Continue to update the course offerings to better reflect industry needs and enhance employability of students.
8. Explore options for updating or replacing the current paint booth due to difficulty in obtaining service.
9. Explore updating measuring system to an up-to-date model.
10. Obtain quotes for replacing the resistance welder.
11. Incorporate free training demonstrations offered by Carolina Collision Equipment for the Car-O-Liner system to provide students a look at what they will encounter in the industry.
12. Due to increased demand for Collision Technicians and increasing requests from potential students, we will expand enrollment up from 16.
13. Due to the increasing numbers of female students and growth in the number of women in the industry, we will expand involvement with the Women's Industry Network through I-CAR to enhance scholarship and employment opportunities.

F. Program/Student Learning Outcomes at Program Completion
1. Graduates of the Collision Repair and Refinishing Technology program will be technically proficient in auto body repair and painting skills.

75%   At the close of their final term, 100% of the students will be able to repair an automobile or auto panels as assigned to the "pre-accident" state within a given period of time as directed by and to the quality control and evaluation of the program faculty in AUB 132 Structural Damage II.

77%

2.   Graduates of the Collision Repair and Refinishing Technology program will be employed in the field.
   a.   60% of the graduates of the Collision Repair and Refinishing Technology program responding to the Graduate/Completer Survey will report employment in the field of study or pursuing further education.

89%

   b.   75% of the previous year graduates of the Collision Repair and Refinishing Technology program responding to the Alumni Survey distributed one year after graduation will report employment in the field of study or pursuing further education.

3.   Employers of the Collision Repair and Refinishing Technology program graduates will rate the technical and academic skills of the employees as average or above.

1. N/A
2. N/A
3. N/A

   a.   The Employer Survey conducted each year will rate the graduates as above average on the three course area performance (competency) survey questions. "Above average" is higher than a 3.0 on a 5-point scale; however, if any of the three survey questions has an individual rating below 3.0, that individual course area performance will be reviewed further.

N/A

   b.   60% of the respondents to an Employer Survey conducted each year will respond that they would employ future graduates of the Collision Repair and Refinishing Technology program.

Student Outcomes/Competency Evaluation:

The student outcomes/student competency is measured in AUB 132 Structural Damage II during the last semester of the program. In this class, a comprehensive experience has been designated to assess the technical proficiency of the student. Comprehensive experiences are I-CAR certification/tests and a comprehensive shop/lab activity.

Prior to graduation, students will be able to develop and implement an autobody repair plan for a vehicle. Students will be able to demonstrate the use of appropriate methods and techniques for damage analysis, researching and applying vehicle manufacturer processes, structural and non-structural repair, welding processes, paint and refinishing processes, and automotive detailing. This is accomplished through a comprehensive lab activity involving an entire vehicle. This activity will assess the technical proficiency of the student based on competencies.

The method of evaluation utilizes internal evaluation by the program faculty.

Capstone Course
AUB 132 Structural Damage II

Grade Distribution				Graduates	
Grade	**# of Students**	**%**		**# of Students**	**Term**
A-	1	9.1%		8	2022SU
B	2	18.2%			
B-	3	27.3%			
C	1	9.1%			
D	2	18.2%			
D-	1	9.1%			
F	1	9.1%			
	11				
Retention Rate:		100%			

COSMETOLOGY (D55140)

I. Description

The Cosmetology curriculum is designed to provide competency-based knowledge, scientific/artistic principles, and hands-on fundamentals associated with the cosmetology industry. The curriculum provides a simulated salon environment which enables students to develop manipulative skills.

Coursework includes instruction in all phases of professional imaging, hair design, chemical processes, skin care, nail care, multi-cultural practices, business/computer principles, product knowledge, and other selected topics.

Graduates should qualify to sit for the State Board of Cosmetic Arts Examination. Upon successful passing of the State Board Exam, graduates will be issued a license. Employment is available in beauty salons and related businesses.

II. Analysis of Desktop Audit Summary Data

A. Enrollment: The annual unduplicated headcount for 2021-22 was 73, a 3% increase from the previous year. The Fall and Spring freshman headcount was 36, a 8% decrease from the previous year.

B. Graduation Rate: The graduation rate is 83%, 30 graduates.

Goal Accomplishment of Graduates:

1. Of the 30 graduating students, 29 responded to the graduate survey. Twenty-seven graduates stated that their goal was to obtain a diploma and one graduate stated her goal was to take courses for personal interest only.

2. Upon graduating, 93% (27 graduates) of those responding to the survey said that they had fully accomplished their goal, and 3% (1 graduate) said she partially accomplished her goal.

C. Goal Accomplishment of Students Who Did Not Intend to Complete Program (*primary goal-Job enhancement in current employment or for a new field of employment, personal interest, or transfer*)**:** One graduate fully accomplished her goals.

D. Early Leavers in 2021-22:

1. **Withdrawals from the College:** Of the 10 students withdrawing from the College (14% withdrawal rate), none responded to the Leaver survey.

Goal Accomplishment of Withdrawals: Withdrawals did not respond to the Leaver survey.

2. **Changed Academic Program:** No students changed their academic program prior to completion.

E. Successful Placement: The related employment and/or enrolled in additional education rate of the graduates responding to the survey is 66%, 19 in related employment and 1 enrolled in additional education. One graduate enrolled in additional education is also in related employment and not calculated in the placement rate. The one-year follow-up (Alumni Survey-Job Link) of 2020-21 graduates showed no more graduates in related employment or enrolled in additional education for a placement rate of 64%.

F. Employer Survey Results (*18 surveys, 6 responses, 0 do not contact*)**:** The graduates working in this field were rated above average by the employers. Overall rate of satisfaction of employers with graduate employees was above average. 100% said they would hire future Coastal graduates.

G. Certification/Licensure: The 2021-22 first-time passing rate for certification/licensure was 94% for the time period July 2021-June 2022. Twenty-nine of 31 passed the Cosmetology licensure examination on first attempt (94%).

H. Advisory Committee: The Cosmetology Advisory Committee met virtually in 2021-22 and minutes are on file. The Department Head shared recent graduate licensure scores as well as the current student enrollment numbers. The Committee discussed current educational processes and practices in use during the pandemic. Also discussed were new state rules and regulations resulting from online education and the addition of newly-required student Performances Evaluation testing and the removal of State Board required service performance requirements.

I. **Student Opinion Survey** (5-point scale)**:** The opinion survey reveals that:
Withdrawals did not rate services.
Graduates rated Quality of Instruction in Program Areas, Quality of Instruction in Other Courses, Overall Quality of Academic Program, Teaching Facilities, and Equipment above average.

III. Program Status & Plans - Next 1 to 2 Years *(Faculty/Dept. Head/Division Chair Section)*

A. **Staffing:** The program is staffed with an equivalent of four full-time faculty members with 22.94% of classes being taught by adjunct faculty members who meet SACSCOC criteria.

B. **Facilities/Equipment:** Facilities are in need of repairs. Although work has been completed improving drainage issues around the outside of the building, leaking around interior walls has not been completely resolved. Portable dehumidifiers were purchased and placed throughout the building and have helped the humidity issues, but problems still remain. The towel cabinets in M110/M114 have yet to be corrected and remain a safety issue, causing a state board inspection violation. Electrical usage challenges remain a problem in classroom M114 Lab with overloaded circuits, tripping breakers, and a shortage of outlets. The lab floor in M110 is damaged from wear and is lifting. The office carpeting also needs to be replaced.

C. **Employment Demand:**

Hair Dresser/Cosmetologist
Nationally, the need for hairdressers and cosmetologists is expected to increase 19% through 2030. In North Carolina, this occupation is expected to grow 12% statewide through 2028. There are 2,150 annual vacancies expected for this occupation in North Carolina.

Average Salary	Minimum Annual/Hour	Median Annual/Hour	High Annual/Hour
National	$20,860/$10.03	$29,670/$14.26	$59,070/$28.40
State	$18,550/$8.92	$29,440/$14.16	$57,630/$27.71
Local	$16,800/$8.08	$27,090/$13.02	$59,270/$28.49

http://www.onetonline.org

D. **Trends:** The cosmetology industry continues to show steady growth and demand. Although there was a slowdown during the pandemic, recovery is taking place. The services in high demand include dimensional hair color, specialized cutting, esthetics, specialized med-spa services, and massage. Lab space does not allow the program to add these specialty training areas at this time. https://www.bls.gov/ooh/personal-care-and-service/barbers-hairstylists-and-cosmetologists.htm. (Massage Therapy is offered through Continuing Education.)

IV. Data Page

A. **Operating Budget:**

	Equipment		Supplies			Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Patron Fees	Budgeted	Actual
2021-22	0	0	53,475	8,029	45,446	400	0
2020-21	0	0	22,695	2,905	1,540	0	0
2019-20	0	0	20,972	3,469	17,503	892	0
2018-19	0	0	26,308	5,082	21,226	1,046	0
2017-18	0	0	35,182	12,101	23,081	717	717

2021-22 – The NCCCIA meeting was virtual. The Charlotte Trade Show was cancelled due to COVID-19 concerns.
2017-18 – A new method of inventory control and open purchase order process improved the ability to more accurately predict the budget for the future.

Graduation Rate/Successful Placement Scale (Internal Benchmark)
Unsatisfactory   Satisfactory
0-49%...............................50-100%

B. Diploma Enrollment:

	Headcount		Grads		FTE			
	(Fall, Spring) FRS	Annual Undup.	No.	%	Fall	Spring	Summer	Total
2021-22	18, 18	73	30	83	45.69	42.09	18.13	105.91
2020-21	20, 19	71	23	59	45.31	45.34	18.44	109.09
2019-20	20, 19	69	27	69	43.25	45.14	18.06	106.45
2018-19	23, 18	71	29	71	46.06	45.63	18.06	109.75
2017-18	16, 21	50	12	67	29.28	29.88	16.09	75.25

C. Job Placement Follow-Up Results:

	Re-sponses	Related Employ.	Unrelated Employ.	Un employ.	More Educ.	Un known	1-yr Follow-up Related Emp.
2021-22	29	19 (66%)	7	3	1	0	
2020-21	14	7 (50%)	3	4	5	0	Unch (50%)
2019-20	23	15 (65%)	5	3	3	0	Unch (65%)
2018-19	28	19 (68%)	4	4	3	1	1 (71%)
2017-18	11	9 (75%)	2	1	3	0	Unch (75%)

2021-22 – One student enrolled in additional education is also in related employment.
2020-21 – Three students enrolled in additional education are also in related employment.
2019-20 – Two students enrolled in additional education are also in related employment.
2018-19 – Two students enrolled in additional education are also in related employment.
2017-18 – Two students enrolled in additional education are also in related employment.
Note: Employment status percents are calculated using number of responses.

D. Certification/Licensure Results: State Board Exam

	No. Tested	No. 1st Time Passing	No. Failed	% 1st Time Passing	Retake Pass	Overall % Pass
2021-22	31	29	2	94	1	97
2020-21	32	27	5	84	4	97
2019-20	26	25	1	96	1	100
2018-19	21	21	0	100	0	100
2017-18	21	20	1	95	0	95

E. Student Opinion Survey Results:

Excellent	Above Avg.	Average	Below Avg.	Poor
5 - - - - - -	- - - - 4 - - - -	- - - 3 - - -	- - - 2 - - -	- - - 1

	Graduates (29 of 30)	Withdrawals (0 of 10)
Quality of Instruction In Program Areas	4.43	N/A
Quality of Instruction in Other Courses	4.21	N/A
Overall Quality of Academic Program	4.32	N/A
Teaching Facilities	3.82	N/A
Equipment	3.75	N/A

F. Employer Survey Results (6 of 18): Evaluation of Students in Related Field Only

Employer Response to Survey Questions

1. Performance of vocational or technical skills	4.25
2. Effective communication in speaking, writing, reading and listening	4.00
3. Demonstrates the needed math skills	4.00
4. Uses information to analyze problems and make logical decisions	4.25
5. Demonstrates good work habits	4.25
6. If the need arises, would you hire a Coastal graduate in the future?	100% Yes
7. Overall rate of satisfaction with Coastal graduate employee	4.40

V. Quality Review Summary

A. Strengths: Graduates are above average in the proficiency of cosmetology skills. High standards of student performance, as evidenced by the successful passing rate on the State Board examinations, as well as salon demand for graduates are strengths of the program. Faculty credentials and experience and fiscal resources are strengths for the program.

The students are knowledgeable of current professional products, thus creating a smoother transition into the salon. The Department invites company representatives to offer product knowledge and education in-house in order to ensure the students stay up-to-date on current products, trends, and education.

Advanced hair color training is offered to each class to enhance the learning of the theory of hair color, knowledge of product chemistry and advanced application techniques, and hands-on experience. This ensures students are equipped for the salon and the high demand for hair color services that require analytical thinking as well as technical skill.

Students are given several opportunities throughout the year to provide clinical services to the community as charity work to schools, the military, foster children, organizations, and clubs that visit the clinic.

B. Weaknesses: Many students entering the program do not have the necessary computer knowledge or computer navigation skills required to be successful in the program. Additional training is needed for instructors and students to be successful in online classes.

C. Progress and Response to Objectives Set and Printed in 2020-21 DTA
1. Replace carpeting in instructor offices. **CONTINUE**
2. Replace cabinets in the cosmetology lab. **CONTINUE**
3. Investigate the additional electrical outlets in cosmetology lab. **CONTINUE**
4. Replace carpet in M108 and M113 offices. **CONTINUE**
5. Rearrange instructor offices to better accommodate student accessibility. **COMPLETE**
6. Purchase new instructor office furniture for four instructors. **CONTINUE**
7. Purchase storage cabinets or portable units for storage. **COMPLETE**
8. Rearrange curriculum so that CIS 110 Introduction to Computers is taken in the first semester to teach basic computer skills required to be successful in program. **COMPLETE**
9. Create Performance Evaluation Instruction Guide for use by students and instructors to ensure continuity across the Cosmetology Program while also meeting State Board requirements. **COMPLETE**
10. Investigate/develop instruction to improve licensure exam results due to pandemic. **COMPLETE**

D. Summary of Improvements/Budget Decision Based On Analysis
1. Restructured curriculum moving CIS 110 Introduction to Computers to the first semester to enhance student job skills.
2. Developed a task guide to ensure timely completion of required state performances.
3. Instructors have notebook computers to monitor student grading.
4. Implemented a check list for daily student workstation sanitation.

E. Program Objectives/Actions for the Next 1 to 2 Years
1. Replace carpeting in instructor offices.
2. Replace cabinets in the cosmetology lab.
3. Investigate the additional electrical outlets in the cosmetology lab.
4. Replace carpet in M108 and M113 offices.
5. Purchase new instructor office furniture for four instructors.

6. Purchase wig dryers to replace broken dryers.
7. Investigate adding additional Continuing Education hours to improve state requirements.
8. Purchase clothes dryers to replace the older dryer.
9. Instructors to attend a state board meeting to get updates on changing licensing procedures.
10. Create an auditing system for State Board student files.
11. Identify strategies to enhance communication skills through COM 101 Workplace Communication and COS 118 Salon IV.

F. Program/Student Learning Outcomes at Program Completion

1. Graduates of the Cosmetology program will be technically proficient.

90%   a. 100% of the graduates will be able to demonstrate cosmetology skills with 80% proficiency in all 21 performances or services to the State Board level of quality as directed by the Cosmetology program faculty in the capstone course, COS 118 Salon IV.

96%   b. 75% of the COS 118 Salon IV graduates taking a NC State Board of Cosmetic Arts Examiners exam will pass the exam on the first attempt.

2. Graduates of the Cosmetology program will be employed in the field.

66%   a. 70% of the graduates of the Cosmetology program responding to the Graduate/Completer Survey will report employment in the field or pursuing further education.

64%   b. 60% of the previous year graduates of the Cosmetology program responding to the Alumni Survey distributed one year after graduating will report employment in the field or pursuing further education.

3. Employers of the Cosmetology program graduates will rate the technical and academic skills of the employees as average or above.

1. 4.25
2. 4.00
3. 4.00   a. The Employer Survey conducted each year will rate the graduates as above average on the three course area performance (competency) survey questions. "Above average" is higher than a 3.0 on a 5-point scale; however, if any of the three survey questions has an individual rating below 3.0, that individual course area performance will be reviewed further.

100%   b. 80% of the respondents to an Employer Survey conducted each year will respond that they would employ future graduates of the Cosmetology program.

Student Outcomes/Competency Evaluation:

The student outcomes/student competency is measured in a capstone course, COS 118 Salon IV, which is a class during the last semester of the program. In this class, a comprehensive experience has been designated to assess the technical proficiency of the student based on competencies as opposed to a grade. Comprehensive experiences are a simulated certification licensure test, a portfolio, and a comprehensive shop/lab activity.

The performance of different haircuts or styles on patrons evaluates knowledge, hands-on performance, and critical thinking skills. The certification test evaluates knowledge, hands-on skill, performance, critical thinking skills, problem solving, and ability to follow directions.

The method of evaluation utilizes internal evaluation by the program faculty and an external evaluation which is a two-part exam given by the NC State Board of Cosmetic Arts Examiners.

Capstone Course
COS 118 Salon IV

Grade Distribution				Graduates	
Grade	**# of Students**	**%**		**# of Students**	**Term**
A	22	71.0%		16	2021FA
B	6	19.4%		13	2022SP
C	2	6.5%			
F	1	3.2%			
	31				
Retention Rate:		100%			

CRIMINAL JUSTICE TECHNOLOGY (A55180)
CRIMINAL JUSTICE TECHNOLOGY – FORENSIC SCIENCE (A5518C)

I.   Description

The Criminal Justice Technology curriculum is designed to provide knowledge of criminal justice systems and operations. Study will focus on local, state, and federal law enforcement, judicial processes, corrections, and security services. The criminal justice system's role within society will be explored.

Emphasis is on criminal justice systems, criminology, juvenile justice, criminal and constitutional law, investigative principles, ethics, and community relations. Additional study may include issues and concepts of government, counseling, communications, computers, and technology.

Employment opportunities exist in a variety of local, state, and federal law enforcement, corrections, and security fields. Examples include police officer, deputy sheriff, county detention officer, state trooper, intensive probation/parole surveillance officer, correctional officer, and loss prevention specialist.

II.   Analysis of Desktop Audit Summary Data

A. Enrollment: The Criminal Justice Technology annual unduplicated headcount for 2021-22 was 44, a 27% decrease from the previous year. The freshman headcount was 24, a 17% decrease from the previous year.

The Criminal Justice Technology – Forensic Science annual unduplicated headcount for 2021-22 was 29, a 9% decrease from the previous year. The freshman headcount was 16, a 38% decrease from the previous year.

B. Graduation Rate: The graduation rate for Criminal Justice Technology was 31%, 9 graduates. The graduation rate for Criminal Justice Technology – Forensic Science was 12%, 3 graduates. The graduate unduplicated headcount is 12.

Goal Accomplishment of Graduates:
1. Of the 12 graduating students, 10 responded to the graduate survey. Nine graduates stated that their goal was to obtain a degree and one graduate stated his goal was to take courses for personal interest only.

2. Upon graduating, 100% (10 graduates) of those responding to the survey said that they had fully accomplished their goal.

C. Goal Accomplishment of Students Who Did Not Intend to Complete Program (*primary goal-Job enhancement in current employment or for a new field of employment, personal interest, or transfer*)**:** One graduate fully accomplished his goal.

D. Early Leavers in 2021-22:
1. **Withdrawals from the College:** Of the 11 associate and 10 Forensic Science students withdrawing from the College (29% withdrawal rate), none responded to the Leaver survey.

Goal Accomplishment of Withdrawals: N/A

2. **Changed Academic Program:** Nine students changed their academic program prior to completion. Four students changed to Associate in Arts, two to Associate in Science, one to Medical Office Administration, one to Paralegal Technology, and one to Air Conditioning, Heating, and Refrigeration Technology.

E. Successful Placement: The related employment and/or enrolled in additional education rate of the graduates responding to the survey is 80%, 3 in related employment and 7 enrolled in additional education. Two graduates enrolled in additional education are also in related employment and not calculated in the placement rate. The one-year follow-up (Alumni Survey-Job Link) of 2020-21 graduates showed no more graduates in related employment or enrolled in additional education for a placement rate of 63%.

F. Employer Survey Results (*1 survey, 1 response, 2 do not contact*)**:** The graduate working in this field was rated average by the employer. Overall rate of satisfaction of employers with graduate employees was average. 100% said they would hire future Coastal graduates.

G. Certification/Licensure: Not applicable.

H. Advisory Committee: The Advisory Committee met on Friday, April 8th, 2022. The minutes are on file. The purpose of this committee is to maintain dialogue and seek input from local criminal justice professionals. Many of the area state, county, and local criminal justice agencies were represented, as well as Coastal Carolina Community College faculty and staff. The discussion focused on building bridges between the College and the Police Department and Sheriff Department as well as incorporating other professions within the Criminal Justice System into the Advisory Committee.

I. Student Opinion Survey (5-point scale): The opinion survey reveals that:
Withdrawals did not rate services.
Graduates rated Quality of Instruction in Program Areas, Quality of Instruction in Other Courses, and Overall Quality of Academic Program, Teaching Facilities, and Equipment excellent.

III. Program Status & Plans - Next 1 to 2 Years *(Faculty/Dept. Head/Division Chair Section)*

A. Staffing: The Criminal Justice Technology program currently has the equivalent of 2 full-time instructors with the remaining courses staffed with adjunct faculty. An average of 7.63% of all CJC classes were taught by adjunct faculty.

B. Facilities/Equipment:
Facilities – The forensic science laboratory has been cleaned and rearranged in a way to enhance the overall student experience. Updates to ensure proper safety measures were in place to include Material Safety Data Sheets (MSDS) and Safety Data Sheets being properly updated and placed in the lab for easy reference. Also, the eye wash station was properly marked and a paper towel dispenser was properly installed. All chemicals have been identified and are now properly stored. This process is currently underway to ensure all chemicals are up to date and properly sealed and stored.

Equipment – During this budget cycle, we are purchasing items that will enhance the manner in which we can expose students to real-life type scenarios. We have purchased anatomical figures utilizing Perkins Grant funding as well as budgetary funding. These items will be utilized to create life-like crime scenes and will be utilized by both programs once they arrive. The initiative with these purchases is to enhance student retention by demonstrating that we provide practical training that students will utilize within their desired profession.

C. Employment Demand:

Correctional Officer
Nationally, the need for correctional officers is expected to decrease 7% through 2030. In North Carolina, this occupation is expected to decrease 6% statewide through 2028. There are 1,280 annual vacancies expected for this occupation in North Carolina.

Average Salary	Minimum Annual/Hour	Median Annual/Hour	High Annual/Hour
National	$34,600/$16.64	$47,920/$23.04	$79,340/$38.14
State	$34,210/$16.45	$37,980/$18.26	$50,700/$24.38
Local	N/A	N/A	N/A

http://www.onetonline.org

Forensic Science Technicians
Nationally, opportunities for forensic science technicians are expected to increase 16% through 2030. In North Carolina, this occupation is expected to increase 19% through 2028. There are 80 annual vacancies expected for this occupation in North Carolina.

Average Salary	Minimum Annual/Hour	Median Annual/Hour	High Annual/Hour
National	$37,670/$18.11	$61,930/$29.78	$103,430/$49.73
State	$37,300/$17.94	$47,320/$22.75	$63,810/$30.68
Local	N/A	N/A	N/A

http://www.onetonline.org

D. **Trends:** Law enforcement and many other facets of the Criminal Justice System have been experiencing an employment crunch. This has been evidenced by people leaving the field at a much higher rate than ever before. The number of retirements has also been a concern due to the fact that we are simply not getting the interest in the programs and the profession like we once were. Some of these issues are directly related to the media coverage of police and the health concerns presented during COVID. Several states have adapted very strict decertification protocols and strict oversight which has resulted in individuals expressing a fear of entering into the profession. Police departments across the nation are feeling the recruitment and retention issues and the low enrollment into our programs is undoubtedly directly related to these national trends.

IV. Summary Data

A. Operating Budget:

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2021-22	0	0	3,500	1,176	0	0
2020-21	0	0	3,690	3,552	0	0
2019-20	0	0	3,447	2,132	3	3
2018-19	0	0	5,048	4,048	138	134
2017-18	0	0	13,149	12,531	0	0

2021-22 – The affiliation with AFIX Software ended, therefore, we did not utilize the money set aside for the budget last year. AFIX Software sold out to another company and would no longer comply with the contractual obligations previously agreed upon.
2019-20 – There were fewer students in the program, making it unnecessary to order additional supplies.
2015-19 – Instructors completed professional development at NC Justice Academy, which does not charge lodging or registration, as well as free webinars through Sirchie Laboratories.
Note: Amounts can be transferred between supplies and travel.

Graduation Rate/Successful Placement Scale (Internal Benchmark)
Unsatisfactory.............Satisfactory
0-49%................................50-100%

B. Enrollment:

1. Criminal Justice Technology Associate (A55180)

	Headcount		Grads		FTE			
	FRS	Annual Undup.	No.	%	Fall	Spring	Summer	Total
2021-22	24	44	9	31	8.50	10.72	7.66	26.88
2020-21	29	60	12	32	17.63	17.41	8.53	43.57
2019-20	38	67	8	21	19.09	24.84	11.09	55.02
2018-19	39	76	9	16	20.71	19.15	7.44	47.30
2017-18	55	94	13	25	22.73	25.19	10.44	58.36

2. Forensic Science (A5518C)

	Headcount		Grads		FTE			
	FRS	Annual Undup.	No.	%	Fall	Spring	Sum	Total
2021-22	16	29	3	12	9.34	9.44	3.84	22.62
2020-21	26	32	3	30	9.16	6.38	6.22	21.76
2019-20	10	23	5	25	6.47	4.56	2.75	13.78
2018-19	20	39	11	29	11.49	13.18	5.86	30.53
2017-18	38	38	8	N/A	7.63	7.69	6.17	21.49

C. Unduplicated Program Graduates 2021-22:

	Graduates	Criminal Justice	Forensic Science
Criminal Justice	9	N/A	0
Forensic Science	3	0	N/A

D. Job Placement Follow-Up Results:

	Re-sponses	Related Employ.	Unrelated employ.	Un-employ.	More Educ.	Un-known	1-yr Follow-up Related Emp.
2021-22	10	3 (30%)	3	4	7	0	
2020-21	8	1 (13%)	2	5	4	0	Unch (13%)
2019-20	11	2 (18%)	5	4	8	0	1 (27%)
2018-19	17	2 (12%)	5	10	7	0	Unch (12%)
2017-18	16	2 (13%)	9	5	3	0	Unch (13%)

2021-22 – Two graduates enrolled in additional education are also in related employment.
2019-20 – Two graduates enrolled in additional education are also in related employment.
2018-19 – One graduate enrolled in additional education is also in related employment.
2017-18 – One graduate enrolled in additional education is also in related employment.
Note: Employment status percents are calculated using number of responses.

E. Student Opinion Survey Results:

Excellent	Above Avg.	Average	Below Avg.	Poor
5 - - - - - -	- - - - 4 - - - -	- - - 3 - - -	- - - 2 - - -	- - - 1

	Graduates (10 of 12)	Withdrawals (0 of 21)
Quality of Instruction in Program Areas	4.80	N/A
Quality of Instruction in Other Courses	4.80	N/A
Overall Quality of Academic Program	4.70	N/A
Teaching Facilities	4.70	N/A
Equipment	4.80	N/A

F. Employer Survey Results (1 of 1): Evaluation of Students in Related Field Only
Employer Response to Survey Questions

1. Performance of vocational or technical skills   3.00
2. Effective communication in speaking, writing, reading and listening   2.00
3. Demonstrates the needed math skills   3.00
4. Uses information to analyze problems and make logical decisions   3.00
5. Demonstrates good work habits   3.00
6. If the need arises, would you hire a Coastal graduate in the future?   100% Yes
7. Overall rate of satisfaction with Coastal graduate employee   3.00

V. Quality Review Summary

A. Strengths: We continue to maintain a working relationship with surrounding Law Enforcement and they are members of our Advisory Committee. We are, however, working towards involving many other professional groups within our Criminal Justice System to ensure students see there are many more components to the Criminal Justice System. This effort is being made to ensure we properly represent the entirety of the Criminal Justice System as well as creating pathways for our students who would otherwise have no exposure to such entities. We have also altered a majority of our classes to add more flexibility to our Public Service Affiliated students. We offer a majority of our classes in a Hybrid Format. We have also altered the manner in which we assign our work which allows for much more flexibility in the hopes that this will add to our student's success and later completion of the program. Although we are still showing a decrease in enrollment we have been adding new students and have seen this increase within the Forensic Science Program.

B. Weaknesses: The low employment rate of graduates indicates a need to identify career opportunities outside of the local area. Instructors are working towards developing a school-to-work pipeline with several local agencies as well as agencies in neighboring jurisdictions. We will develop a brochure to identify careers outside of Law Enforcement for students who wish to enter Criminal Justice but not as Police Officer. This was the same concern we had during the last DTA, however, we have now begun the process of the Individual Graduation Plan and Career Planning. The students are provided the plan at the beginning of their Criminal Justice Program and when entering their 3rd Semester they are to activate this Career Plan. They were advised to utilize what they have been exposed to during their education and their desired career to locate possible employment. They are to make an appointment with the Student Activities and Career Placement Advisor. During the meeting, they are to utilize the services to locate local employment opportunities and work towards the development of a job-specific résumé. We currently have four students in this process. At this point this is optional, and, as such, it has not yet had the success and involvement we would like to see; therefore, we are discussing making this a part of the capstone course.

C. Progress and Response to Objectives Set and Printed in 2020-21 DTA
1. Update the instructor computers in BT106 and BT107. **COMPLETE**
2. Send students to the Career Center within their third semester to expose them to college resources. This is in effort for them to begin working on a résumé and locate local employment opportunities. **COMPLETE AND ONGOING**
3. Purchase anatomical figures to enhance the realistic nature of the Forensic Science courses. **COMPLETE**
4. Communicate with students to identify employment opportunities to enhance their employability. **COMPLETE AND ONGOING**
5. Implementing alternative assignment schedules to assist working students. **COMPLETE AND ONGOING**
6. Work with the Registrar's office to provide an information interest letter to potential students who express interest in the program. **COMPLETE**
7. Identify students who are struggling early in the semester and provide them resources and encourage them to come in for assistance during office hours to support the pathway to success. **COMPLETE AND ONGOING**
8. Identify strategies to increase employer survey results. **COMPLETE AND ONGOING**
9. Work with the PIO to promote the revised and upgraded Forensic Science program. **COMPLETE**

D. Summary of Improvements and/or Budget Decisions Based On Analysis
1. Two complete anatomical mannequins were purchased to enhance the realistic nature of the Forensic Science courses. These will allow students to view human bodies, both male and female, in the most lifelike manner possible. This will enhance several of the Forensic Science courses.
2. The design and implementation of the Individual Graduation and Career Plan is a strategy to aid in retention and employment.
3. Strategies have been implemented to assist at-risk students early in the program.

E. Program Objectives/Actions for the Next 1 to 2 Years
1. Identify project opportunities for Criminal Justice/Forensic Science students. These projects are intended to increase the employability of students. This will enhance student recruitment and student engagement.

2. Develop a Criminal Justice/Forensic Science Club. This would actively engage our local high schools and college students. This will enhance student recruitment and student engagement.
3. Plan and implement Criminal Justice/Forensic Science projects and events to improve student engagement.
4. Invite guest speakers from the Criminal Justice professions to give students insight on working in various Criminal Justice fields.
5. Work with Success Coaches and utilize college resources to provide tools for successful graduation.
6. Incorporate job skills, interview techniques, and professional communication in CJC 120 Interviews and Interrogations course.
7. Investigate articulation with North Carolina universities.

F. Program/Student Learning Outcomes at Program Completion

1. Graduates of the Criminal Justice Technology program will be employed in the field.
   80%   a. 50% of the graduates of the Criminal Justice Technology program responding to the Graduate/Completer Survey will report employment in the field or pursuing further education.
   63%   b. 50% of the previous year graduates of the Criminal Justice Technology program responding to the Alumni Survey distributed one year after graduation will report employment in the field or continuing their education.
2. Graduates of the Criminal Justice Technology program will be technically proficient.
   90.5%   a. At the close of their final term, 90% of the students will be career entry-level in the following investigative techniques as taught in the capstone course, CJC 221 Investigative Principles.
3. Employers of the Criminal Justice Technology program graduates will rate the technical and academic skills of the employees as above average.
   1. 3.00
   2. 2.00   a. The Employer Survey conducted each year will rate the graduates as above average on the three-course area performance (competency) survey questions. "Above average" is higher than a 3.0 on a 5-point scale; however, if any of the three survey questions has an individual rating below 3.0, that individual course area performance will be reviewed further.
   3. 3.00
   100%   b. 80% of the Criminal Justice Technology respondents to an Employer Survey conducted every year will respond that they would employ future graduates of the Criminal Justice Technology program.

Student Outcomes/Competency Evaluation:
The student outcomes/student competency is measured in the capstone class (CJC 221 Investigative Principles) that has been designated to assess the technical proficiency of the student based on competencies as opposed to a grade. This comprehensive experience allows for evaluation of the student's knowledge, hands-on performance, oral and written communication, and critical thinking skills.
The method of evaluation utilizes internal evaluation by the program faculty.

Capstone Course
CJC 221 Investigative Principles

Grade Distribution				Graduates	
Grade	**# of Students**	**%**		**# of Students**	**Term**
A	13	61.9%		N/A	N/A
A-	3	14.3%			
B	2	9.5%			
C	1	4.8%			
F	2	9.5%			
	21				
Retention Rate:		100%			

CULINARY ARTS (A55150)

Culinary Arts Diploma (D55150); Professional Culinarian I Certificate (C55150A), Professional Culinarian II Certificate (C55150B), Professional Sous-Chef Certificate (C55150C), Professional Chef Certificate (C55150D)

I. Description

The Culinary Arts curriculum provides specific training required to prepare students to assume positions as trained culinary professionals in a variety of food service settings including full-service restaurants, hotels, resorts, clubs, catering operations, contract food service, and health care facilities.

Students will be provided theoretical knowledge/practical applications that provide critical competencies to meet industry demands, including environmental stewardship, operational efficiencies, and professionalism. Courses include sanitation/safety, baking, garde manger, culinary fundamentals/production skills, nutrition, customer service, purchasing/cost control, and human resource management.

Graduates should qualify for entry-level opportunities including prep cook, line cook, and station chef. American Culinary Federation certification may be available to graduates. With experience, graduates may advance to positions including sous chef, pastry chef, executive chef, or food service manager.

II. Analysis of Desktop Audit Summary Data

A. Enrollment: The associate annual unduplicated headcount for 2021-22 was 24, a 8% decrease from the previous year. The Fall freshman headcount was 14, no change from the previous year.
The diploma annual unduplicated headcount for 2021-22 was 9, a 13% increase from the previous year. The Fall freshman headcount was 9, a 29% increase from the previous year.
The certificate annual unduplicated headcount for 2021-22 was 17, a 6% increase from the previous year. The Fall freshman headcount was 17, a 6% increase from the previous year.

B. Graduation Rate: The associate graduation rate was 50%, 7 graduates; the diploma graduation rate was 89%, 8 graduates; the certificate graduation rate was 100%, 17 graduates. The graduate unduplicated headcount was 18.

C. Goal Accomplishment of Graduates:

1. Of the 18 graduating students, 7 responded to the graduate survey. All graduates stated that their goal was to obtain a degree/diploma/certificate.

2. Upon graduating, 100% (7 graduates) of those responding to the survey said that they had fully accomplished their goal.

D. Goal Accomplishment of Students Who Did Not Intend to Complete Program (*primary goal-Job enhancement in current employment or for a new field of employment, personal interest, or transfer*)**:** N/A

E. Early Leavers in 2021-22:

> **Withdrawals from the College:** Of the 5 associate students withdrawing from the College (21% withdrawal rate), none responded to the Leaver survey.

Goal Accomplishment of Withdrawals: Withdrawals did not respond to the Leaver survey.

> **Changed Academic Program:** One student changed her program prior to completion to Associate in Science.

F. Successful Placement: The related employment and/or enrolled in additional education rate of the graduates is 57%, 4 graduates in related employment and 0 graduates enrolled in additional education. The one-year follow-up (Alumni Survey-Job Link) of 2020-21 graduates showed no more graduates in related employment or enrolled in additional education for a placement rate of 73%.

G. Employer Survey Results: (*4 surveys, 1 response, 0 do not contact*)**:** The graduate working in this field was rated above average by the employer. Overall rate of satisfaction of employers with graduate employees was excellent. 100% said they would hire future Coastal graduates.

H. Certification/Licensure: In 2021-22, the National Restaurant Association's (NRA) ServSafe® Certification exam (www.ServSafe.com), a nationally-accredited food safety and sanitation certification program, was taken by Culinary Arts students who achieved a 92% first-time passing rate.

I. **Advisory Committee:** The annual joint meeting was held with the Culinary Arts and Hospitality Management departments. Professional chefs and hospitality managers from Onslow County were in attendance during a luncheon prepared by the senior class. Department Heads discussed student competencies and outcomes, as well as the mission statement of the programs. A discussion of post SARS-CoV-2 and its impact on business recovery was had, as the increases in take-out and costs associated with third party delivery companies. Much discussion was had regarding business recovery and the dearth of trained culinarians in their respective businesses. A discussion was had on summertime student-required externships, as these will be back in full swing, with many students opting for private chef roles for families (not their own) and providing non-food service businesses RTE meals.

J. **Student Opinion Survey** (5-point scale)**:** The opinion survey reveals that:
Withdrawals did not rate services.
Graduates rated Quality of Instruction in Program Areas, Quality of Instruction in Other Courses, Overall Quality of Academic Program, Teaching Facilities, and Equipment above average.

III. Program Status & Plans - Next 1 to 2 Years (*Faculty/Dept. Head/Division Chair Section*)

A. **Staffing:** The Culinary Arts curriculum has one full-time Department Head/Instructor who meets SACSCOC requirements. The program has 31.12% of classes being taught by adjunct faculty.

B. **Facilities/Equipment:**

Labs – The current facilities are adequate, but more storage is needed for non-perishable supplies.

Classroom space – Related subject courses can be held in the Culinary/Hospitality Building's two classrooms in the mornings.

Equipment – The current equipment is adequate, but replacement of low-cost items is needed.

C. **Employment Demands: Food Service Managers**

Nationally, the need for food service managers is expected to increase 15% through 2030. In North Carolina, this occupation is expected to increase 12% through 2028. There are 1,250 annual vacancies expected for this occupation in North Carolina.

Average Salary	Minimum Annual/Hour	Median Annual/Hour	High Annual/Hour
National	$36,630/$17.61	$59,440/$28.58	$98,070/$47.15
State	$36,520/$17.56	$58,510/$28.13	$79,420/$38.18
Local	$34,870/$16.76	$48,340/$23.24	$73,600/$35.39

http://www.onetonline.org

Food Preparation and Serving Managers
Nationally, the need for food preparation and serving managers is expected to increase 21% through 2030. In North Carolina, this occupation is expected to increase 11% statewide through 2028. There are 6,250 annual vacancies expected for this occupation in North Carolina.

Average Salary	Minimum Annual/Hour	Median Annual/Hour	High Annual/Hour
National	$24,100/$11.59	$36,570/$17.58	$60,410/$29.05
State	$23,590/$11.34	$34,810/$16.73	$51,210/$24.62
Local	$22,140/$10.64	$30,250/$14.54	$50,130/$24.10

http://www.onetonline.org

Restaurant Cooks
Nationally, the need for restaurant cooks is expected to increase 49% through 2030. In North Carolina, this occupation is expected to increase 22% through 2028. There are 8,460 annual vacancies expected for this occupation in North Carolina.

Average Salary	Minimum Annual/Hour	Median Annual/Hour	High Annual/Hour
National	$22,550/$10.84	$30,010/$14.43	$39,090/$18.80
State	$19,050/$9.16	$28,660/$13.78	$37,070/$17.82
Local	$20,950/$10.07	$26,660/$12.82	$34,190/$16.44

http://www.onetonline.org

D. Trends: Job placement rates remain strong regionally, nationwide, and internationally due to a shortage of executive chefs. Post SARS-CoV-2, there has been a shortage of culinary leadership in some food service operations.

IV. Summary Data

A. Operating Budget:

	Equipment		Supplies			Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Patron Fees	Budgeted	Actual
2021-22	0	0	49,167	39,833	9,334	100	0
2020-21	0	0	40,202	34,688	1,274	0	0
2019-20	0	0	65,445	41,530	3,300	25	1,437
2018-19	0	0	67,367	49,017	4,482	249	109
2017-18	21,342	21,341	48,287	53,226	4,160	426	225

2021-22 – Patron fees were supplemented by loss revenue.
2019-20 – Lab supplies were purchased along with an ice cream maker.

Graduation Rate/Successful Placement Scale (Internal Benchmark)
Unsatisfactory   Satisfactory
0-49%...................…………50-100%

B. Enrollment:

1.   Associate (A55150)

	Headcount		Grads		FTE			
	FRS	Ann'l Undup.	No.	%	Fall	Spring	Summer	Total
2021-22	14	24	7	50	13.59	12.59	12.56	38.74
2020-21	14	26	9	75	14.31	12.94	7.19	34.44
2019-20	12	31	9	45	15.70	16.16	9.03	40.89
2018-19	20	32	6	38	18.03	18.66	17.34	54.03
2017-18	16	31	10	56	16.75	17.56	4.41	38.72

2.   Diploma (D55150)

	Headcount		Grads	
	FRS	Ann'l Undup.	No.	%
2021-22	9	9	8	89
2020-21	7	8	8	100
2019-20	7	7	6	86
2018-19	7	7	7	100
2017-18	13	13	13	100

3.   Professional Culinarian I Certificate (C55150A)

	Headcount		Grads	
	FRS	Ann'l Undup.	No.	%
2021-22	10	10	10	100
2020-21	9	9	9	100
2019-20	7	7	7	100
2018-19	14	14	14	100
2017-18	16	16	16	100

4.   Professional Culinarian II Certificate (C55150B)

	Headcount		Grads	
	FRS	Ann'l Undup.	No.	%
2021-22	8	8	8	100
2020-21	8	8	8	100
2019-20	11	11	11	100
2018-19	12	12	12	100
2017-18	11	11	11	100

5.   Professional Sous-Chef Certificate (C55150C)

	Headcount		Grads	
	FRS	Ann'l Undup.	No.	%
2021-22	8	8	8	100
2020-21	8	8	8	100
2019-20	11	11	11	100
2018-19	12	12	12	100
2017-18	11	11	11	100

6.   Professional Chef Certificate (C55150D)

	Headcount		Grads	
	FRS	Ann'l Undup.	No.	%
2021-22	8	8	8	100
2020-21	8	8	8	100
2019-20	8	8	8	100
2018-19	10	10	10	100
2017-18	11	11	11	100

C.   Unduplicated Program Graduates 2021-22:

	Graduates	Associate Degree	Diploma	Professional Culinarian I	Professional Culinarian II	Professional Sous-Chef	Professional Chef
Associate Degree	7	N/A	7	1	7	7	7
Diploma	8	7	N/A	1	7	7	7
Professional Culinarian I	10	1	1	N/A	1	1	1
Professional Culinarian II	8	7	7	1	N/A	8	8
Professional Sous-Chef	8	7	7	1	8	N/A	8
Professional Chef	8	7	7	1	8	8	N/A

D. Job Placement Follow-Up Results:

	Re-sponses	Related Employ.	Unrelated employ.	Un-employ.	More Educ.	Un-known	1-yr Follow-up Related Emp.
2021-22	7	4 (57%)	1	2	0	0	
2020-21	11	6 (55%)	0	5	3	0	Unch (55%)
2019-20	11	5 (45%)	1	5	5	0	Unch (45%)
2018-19	24	16 (67%)	0	2	13	0	Unch (67%)
2017-18	21	3 (14%)	3	5	17	0	Unch (14%)

2020-21 – One graduate enrolled in additional education is also in related employment.
2019-20 – One graduate enrolled in additional education is also in related employment.
2018-19 – Six graduates enrolled in additional education are also in related employment.
2017-18 – Two graduates enrolled in additional education are also in related employment.

E. Certification/Licensure Results:

	No. Tested	No. 1st Time Passing	No. Failed	% 1st Time Passing	Retake Pass	Overall % Pass
2021-22	12	11	1	92	1	100
2020-21	8	8	0	100	0	100
2019-20	12	11	1	92	1	100
2018-19	20	14	6	70	6	100
2017-18	24	15	9	63	9	100

F. Student Opinion Survey Results:

Excellent	Above Avg.	Average	Below Avg.	Poor
5 - - - - - -	- - - 4 - - - -	- - - 3 - - - -	- - - 2 - - - -	- - - - 1

	Graduates (7 of 18)	Withdrawals (0 of 5)
Quality of Instruction in Program Area	3.57	N/A
Quality of Instruction in Other Courses	3.57	N/A
Overall Quality of Academic Program	3.43	N/A
Teaching Facilities	3.67	N/A
Equipment	3.86	N/A

G. Employer Survey Results (1 of 4): Evaluation of Students in Related Field Only
Employer Response to Survey Questions

1. Performance of vocational or technical skills — 4.00
2. Effective communication in speaking, writing, reading and listening — 4.00
3. Demonstrates the needed math skills — 4.00
4. Uses information to analyze problems and make logical decisions — 5.00
5. Demonstrates good work habits — 5.00
6. If the need arises, would you hire a Coastal graduate in the future? — 100% Yes
7. Overall rate of satisfaction with Coastal graduate employee — 5.00

V. Quality Review Summary

A. Strengths: The program provides students with hands-on training and theoretical knowledge in an industry standard food production and dining service facility. At the end of the program, students are expected to perform at advanced levels in all labs. Interaction with the faculty provides immediate feedback and replicates inherent pressures and demands to produce safe and flavorful food. Pre-planning, timeliness, and accuracy are expected during student lab assignments.

B. Weaknesses: The inability to attract qualified adjunct instructors to teach Culinary Arts classes provides an ongoing challenge.

C. Progress and Response to Objectives Set and Printed in 2020-21 DTA
1. Refurbish the existing interior of the large walk-in refrigerator. **CONTINUE**
2. Purchase a 40-foot metal container for outdoor storage. **CONTINUE**
3. Pursue a jointly-developed matriculation agreement with Onslow County Schools. **CONTINUE AS REVISED**
4. Invite high school classes to taste and tour the Culinary/Hospitality Building in order to promote to the teachers and recruit local high school graduates. **COMPLETE AND ONGOING**
5. Replace older laptop computers. **CONTINUE**
6. Offer 8-week CUL 110 Food Safety and Sanitation remotely. **COMPLETE**
7. Refer students to campus resources and Student Success Coaches as needed to ensure greater student success. **COMPLETE AND ONGOING**
8. Instructor will attend professional development training to improve skills within the program. **COMPLETE**

D. Summary of Improvements and/or Budget Decisions Based On Analysis
1. Students reorganized the International Culinary Club, with 4 active officers, who have participated in 2 campus events organized by Student Services/SGA. This is a great engagement and retention tool.
2. Graduating class of 2022 enjoyed the globalized courses as they did APA style reports and Google slides for their presentation in front of their classmates. The department's focus in this course has been in the area of D.E.I.& B., specifically students learning about 'Food Insecurity in Black Americans' during Spring 2022.
3. Recruitment efforts provided rave reviews from OCPS faculty and High School students on the interactive culinary sessions that we offer to increase our visibility in the community. For 2021-22 6 high schools sent about 70 Food Studies students to the Culinary Technology Building for exposure to culinary education and the steps to enroll at Coastal.
4. Career Day in March. For the first time in 2021, students interested in Culinary Arts during Career Expo were bussed from the main campus to the Culinary Technology Building for presentations and student experiences at our state-of-the-art facility. Students and high school teachers and administrators were highly impressed with the facility and student experience.
5. Trades Day is another day that we shine. Faculty and students volunteer to order supplies set up the labs for competition and judging as well as clean up on a Saturday. Three HS students were awarded prizes for their winning entries during the recruitment event.
6. The Department Head used the recruitment list provided by Student Services and individually contacted students.

E. Program Objectives/Actions for the Next 1 to 2 Years
1. Refurbish the existing interior of the large walk-in refrigerator.
2. Purchase a 40-foot metal container for outdoor storage.
3. Establish a CCP pathway program with Onslow County high schools.
4. Replace older laptop computers.
5. Purchase cameras and microphones for student presentations.
6. Develop courses to help students be aware of the world around them and how they can interact in and increase the job market.
7. Increase response to Graduate and Employer surveys.

F. Program/Student Learning Outcomes at Program Completion
1. Graduates of the Culinary Arts program will demonstrate competency in culinary skills and procedures.
   90%   a. At the close of the final semester, 90% of the students will be able to demonstrate the ability to plan and cost out menus, and successfully prepare foods from various domestic and global cuisines in a commercial food service environment.
   100% b. 100% of the students will pass a nationally-recognized food safety/sanitation exam.
   98%   c. Students will demonstrate, with 90% proficiency, the ability to design and write menus from a variety of cuisines.
   98%   d. Students will demonstrate, with 90% accuracy, the ability to design menus with appropriate wines for restaurant operations and professional caterers.
2. Graduates of the Culinary Arts program will be employed in the field.
   57%   a. 70% of the graduates responding to the Graduate/Completer Survey will report employment in the field or continuing their education.

73%

    b. 75% of the previous year graduates responding to the Alumni Survey will report employment in the field.

    3. Employers of the Culinary Arts program graduates will rate the technical and academic skills of the employees as average or above.

1. 4.00
2. 4.00
3. 4.00

    a. The Employer Survey conducted each year will rate the graduates as above average on the three course area performance (competency) survey questions. "Above average" is higher than a 3.0 on a 5-point scale; however, if any of the three survey questions has an individual rating below 3.0, that individual course area performance will be reviewed further.

100%

    b. 80% of the respondents to the Employer Survey conducted each year will respond that they would employ future graduates of the Culinary Arts program.

Student Outcomes/Competency Evaluation:

Student outcomes/competency is measured in a capstone course, CUL 230 Global Cuisines, offered during the last semester of the program. In this course, a comprehensive lab experience has been designated to assess the technical and financial proficiency of each student based on techniques and skills acquired. Examples of comprehensive experiences are the student's ongoing assessment contributing to a completed and graded five semester cumulative portfolio.

In addition to weekly graded labs, activity is observed and recorded during the services provided to the open-to-the-public dining lab. Each student's portfolio also provides a visual display of knowledge, hands-on performance, and critical thinking skills. The method of assessment utilizes internal evaluation rubrics as used by the program faculty and in addition lab participant comment cards are reviewed in the lecture regarding the quality of foods and table service provided.

Two new modules were added to CUL 230 Global Cuisines for 2021-22, via the University of North Carolina-Chapel Hill's mentoring, and faculty participation in the WorldView program. Documents were provided. (https://worldview.unc.edu/about).

Capstone Course
CUL 230 Global Cuisines

Grade Distribution		
Grade	**# of Students**	**%**
A	5	62.5%
A-	1	12.5%
B	1	12.5%
C+	1	12.5%
	8	
Retention Rate:		100%

Graduates	
# of Students	**Term**
7	2022SP

DENTAL ASSISTING (D45240)

I. Description

The Dental Assisting curriculum prepares individuals to assist the dentist in the delivery of dental treatment and to function as integral members of the dental team while performing chairside and related office and laboratory procedures.

Coursework includes instruction in general studies, biomedical sciences, dental sciences, clinical sciences, and clinical practice. A combination of lecture, laboratory, and clinical experiences provide students with knowledge in infection/hazard control, radiography, dental materials, preventive dentistry, and clinical procedures.

Graduates may be eligible to take the Dental Assisting National Board Examination to become Certified Dental Assistants. As a Dental Assistant II, defined by the dental laws of North Carolina, graduates work in dental offices and other related areas.

II. Analysis of Desktop Audit Summary Data

A. Enrollment: The annual unduplicated headcount for 2021-22 was 26, a 4% decrease from the previous year. The fall freshmen headcount was 26, a 4% decrease from the previous year.

B. Graduation Rate: The graduation rate was 85%, 22 graduates from the present year freshmen.

Goal Accomplishment of Graduates: The program is fulfilling its purpose because:
1. Of the 22 graduating students, 21 responded to the graduate survey. Twenty graduates stated that their goal was to obtain a diploma and one to take courses for personal interest only.
2. Upon graduating, 95% (20 graduates) of those responding to the survey said that they had fully accomplished their goal, 5% (1 graduate) said she partially accomplished her goal. Several of the students are hoping to complete the Dental Hygiene program as well.

C. Goal Accomplishment of Students Who Did Not Intend to Complete Program *(primary goal-Job enhancement in current employment or for a new field of employment, personal interest, or transfer):* One student fully accomplished her goal to take courses for personal interest only.

D. Early Leavers in 2021-22:
1. **Withdrawals from the College:** Of the 3 students withdrawing from the College (12% withdrawal rate), none responded to the Leaver survey.
   Goal Accomplishment of Withdrawals: Withdrawals did not respond to the Leaver survey.
2. **Changed Academic Program:** One student changed her academic program prior to completion to Associate in Arts.

E. Successful Placement: The related employment and/or enrollment in additional education rate of the graduates responding to the survey is 76%, 7 in related employment and 14 enrolled in additional education. Five graduates enrolled in additional education are also in related employment and not calculated in the placement rate. The one-year follow-up (Alumni Survey-Job Link) of 2020-21 graduates showed one more graduate in related employment or enrolled in additional education for a placement rate of 96%.

F. Employer Survey Results *(5 surveys, 1 response, 2 do not contact):* The graduate working in this field was rated excellent by the employer. Overall rate of satisfaction of employers with graduate employees was excellent. 100% said they would hire future Coastal graduates.

G. Certification/Licensure: The 2021-2022 certification passing rate of National Boards for Infection Control is 96%; Radiation Health & Safety is 91%. The General Chairside passing rate is 90%.

H. Advisory Committee: The Advisory Committee met on October 19, 2022, and minutes are on file. Dr. Gabarée Presented his *State of the Dental Department Address* which included the dental department's vision of "Graduating Tomorrow's Dental Professionals Today." During his presentation, he spoke on how dentistry has gone through many technological changes over the last decade, and how this is affecting dental education. In particular, he spoke of how we, as a program, must still teach traditional dental procedures. Students must still know these traditional dental procedures for their national boards, and because some dental offices are still using these traditional clinical methodologies. He pointed out, however, that our programs also need to provide students with the knowledge and required skillsets for effectively utilizing new technology.

He introduced the framework for doing this as three coordinates, which are Innovation, Technology, and Collaboration, and stated that it is our obligation as dental educators to prepare our students for the 21st Century workplace.

He then went on to explain how the Dental Assisting and Dental Hygiene programs have been able to do this through the purchase and implementation of 21st Century technology, simulated learning technology, and the application of innovative educational methodology. He then invited each of the full-time faculty to present what they have done in these respective areas in this regard.

In accordance with established protocol, Dr. Gabarée requested the Advisory Committee members to approve a change regarding the required dental exam for incoming students. He explained that currently, new students just are required to have a dental exam. He went on to explain that over the years we have found that a number of our incoming students do not have dental insurance and thus have not had routine dental care and would benefit from x-rays and a dental hygiene appointment which is why we are proposing this change. The Advisory Committee members approved the change unanimously.

T. Rob Tempel, Jr. DDS, Associate Dean for Extramural Clinical Practices ECU Dental School of Dental Medicine, asked if we have had a difficult time to maintaining full enrollment. Dr. Shelby Chadwick answered his question stating that the Dental Hygiene program always has full enrolment with a wait list, and the Dental Assisting program is the same way. Dr. Tempel went on to state that there is a workforce development group that meets to discuss the workforce shortage, and that he would like to continue to have ECU's School of Dentistry continue to partner with Coastal Carolina Community College's Dental Department.

I. **Student Opinion Survey** (5-point scale)**:** The opinion survey reveals that:
Withdrawals did not rate services.
Graduates rated Quality of Instruction in Program Areas, Quality of Instruction in Other courses, Overall Quality of Academic Program, Teaching Facilities, and Equipment excellent.

III. Program Status & Plans - Next 1 to 2 Years (*Faculty/Dept. Head/Division Chair Section*)

A. **Staffing:** Staffing is adequate to meet the accreditation requirements for proper student-to-instructor ratios with 2 full-time faculty dedicated to just Dental Assisting, 1 full-time faculty shared with Dental Hygiene, and 1 dentist, the Dental programs' Department Head, who is shared with the Dental Hygiene program. The dentist's role with the Dental Assisting program remains expanded to include instructing. The dentist is the instructor for DEN 100 Basic Orofacial Anatomy, and is an active advisor for both DEN 101 Preclinical Procedures and DEN 106 Dental Practice I.

B. **Facilities/Equipment:** *Classroom/Lab* - Laboratory, classroom, and clinical space and equipment are sufficient to meet the needs of the students. The Dental Simulation Learning Center has been completed and successfully incorporated into our students' learning experience.

C. **Employment Demand:**
Nationally, this occupation is expected to increase by 11% through 2030. In North Carolina, this occupation is expected to increase 21% through 2028. There are 1,380 annual vacancies expected for this occupation in North Carolina.

Salary	Min Annual/Hourly	Average Annual/Hourly	High Average/Hourly
National	$29,580/$14.22	$38,660/$18.59	$59,540/$28.63
State	$35,670/$17.15	$45,810/$22.02	$59,890/$28.79
Local	$26,900/$12.94	$39,940/$19.20	$45,600/$21.92

http://www.onetonline.org

D. **Trends:** The Department anticipates maximum enrollment. Most dentists in the service area are demanding that auxiliaries have formal education and training so that they can perform functions assigned to Dental Assistant IIs by the North Carolina State Board of Dental Examiners. During 2021-22, 64 applications for the Dental Assisting program were received, 43 applicants met the minimum academic admission requirements, 39 students were offered admission, and 27 enrolled.

IV. Data Page

A. Operating Budget:

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2021-22	33,000	25,277	29,201	29,020	5,108	2,999
2020-21	0	0	588,815	573,808	2,825	1,040
2019-20	26,000	15,731	23,325	18,717	1,631	658
2018-19	66,375	8,054	22,448	21,510	2,844	411
2017-18	49,021	48,935	25,877	22,392	3,462	761

2021-22 – Due to the iTero cost being less than anticipated, equipment funds were not fully utilized. Under professional development, no Dental Assisting faculty attended any courses or conferences. All funds utilized were for local travel for instructional purposes at internship sites.
2020-21 – Due to the continued COVID-19 pandemic, travel funds were not fully utilized. The increase in the supply line is due to purchase of supplies and equipment for the simulation lab and the extra PPE requirements due to COVID.
2019-20 – Due to COVID-19 pandemic and transition to online instruction, supply and travel funds were not fully utilized.
2018-19 – An analysis of sensor needs resulted in the delay of a decision to purchase. Under professional development, due to the impact of Hurricane Florence, faculty were unable to travel to the Fall Scientific Conference.
2017-18 – With the transition to a new Department Head and the need to focus on reaccreditation, professional development plans were decreased.

Graduation Rate/Successful Placement Scale (Internal Benchmark)
Unsatisfactory   Satisfactory
0-49%..................................50-100%

B. Diploma Enrollment:

	Headcount		Grads		FTE			
	FRS	Annual Undup.	No.	%	Fall	Spring	Summer	Total
2021-22	26	26	22	85	18.56	20.38	10.91	49.85
2020-21	27	27	24	89	17.47	20.84	12.28	50.59
2019-20	28	28	27	96	19.06	22.28	12.94	54.28
2018-19	28	29	27	96	19.78	22.31	13.16	55.25
2017-18	28	28	26	93	18.67	21.56	13.41	53.64

The percent graduate is based on latest year freshmen.

C. Job Placement Follow-Up Results:

	Re-sponses	Related Employ.	Unrelated Employ.	Un-employ.	More Educ.	Un known	1-yr Follow-up Related Emp.
2021-22	21	7 (33%)	9	5	14	0	
2020-21	24	14 (58%)	3	7	14	0	1 (63%)
2019-20	27	20 (74%)	0	7	19	0	Unch (74%)
2018-19	26	12 (46%)	6	8	18	0	Unch (46%)
2017-18	26	14 (54%)	4	8	21	0	Unch (54%)

2021-22 – Five graduates enrolled in additional education are also in related employment.
2020-21 – Five graduates enrolled in additional education are also in related employment.
2019-20 – Fourteen graduates enrolled in additional education are also in related employment.
2018-19 – Six graduates enrolled in additional education are also in related employment.
Note: Employment status percents are calculated using number of responses.
Note: One-Year Follow-up Surveys (Alumni Survey) are sent to students who were in unrelated fields or unemployed upon graduation. The related employment responses to the Alumni Survey are added to related employment one-year follow-up.

D. Certification/Licensure Results:

400 is considered passing.

	Infection Control					
	No. Tested	No. Passing	No. Failed	% Passing	Nat'l Avg.	CCCC Avg.
2021-22	25	24	1	96	N/A	524
2020-21	26	26	0	100	475	550
2019-20	27	26	1	96	486	568
2018-19	24	24	0	100	483	542
2017-18	27	27	0	100	489	560

Radiation Health & Safety						
	No. Tested	No. Passing	No. Failed	% Passing	Nat'l Avg.	CCCC Avg.
2021-22	22	20	2	91	N/A	485
2020-21	21	20	1	95	457	479
2019-20	20	20	0	100	462	481
2018-19	23	23	0	100	468	493
2017-18	26	24	2	92	467	488
General Chairside						
	No. Tested	No. Passing	No. Failed	% Passing	Nat'l Avg.	CCCC Avg.
2021-22	21	19	2	90	n/a	560
2020-21	19	19	0	100	483	551
2019-20	28	27	1	96	486	532
2018-19	22	21	1	95	481	511
2017-18	22	22	0	100	476	515

E. **Student Opinion Survey Results:**

Excellent	Above Avg.	Average	Below Avg.	Poor
5 - - - - - -	- - - - 4 - - - -	- - - 3 - - -	- - - 2 - - -	- - - 1

	Graduates (21 of 22)	Withdrawals (0 of 3)
Quality of Instruction In Program Areas	4.81	N/A
Quality of Instruction in Other Courses	4.76	N/A
Overall Quality of Academic Program	4.71	N/A
Teaching Facilities	4.76	N/A
Equipment	4.57	N/A

F. **Employer Survey Results (1 of 5): Evaluation of Students in Related Field Only**

Employer Response to Survey Questions

1. Performance of vocational or technical skills   5.00
2. Effective communication in speaking, writing, reading and listening   5.00
3. Demonstrates the needed math skills   5.00
4. Uses information to analyze problems and make logical decisions.   5.00
5. Demonstrates good work habits   5.00
6. If the need arises, would you hire a Coastal graduate in the future?   100% Yes
7. Overall rate of satisfaction with Coastal graduate employee   5.00

V. Quality Review Summary

A. **Strengths:** Program graduates consistently score above national and state averages on each component of the Dental Assisting National Board. Faculty expertise is excellent. The need for allied dental health personnel remains strong nationwide, which plays well to one of our major strengths in that many of our Dental Assisting graduates are military spouses. Dental Assisting is a very mobile profession allowing not only our military spouses, but also our other graduates great employment mobility and flexibility. The Dental Programs' Department Head and Dental Assisting faculty continue to promote relationships with local and regional dental healthcare professionals, thus expanding our network and influence on behalf of our graduates. Over the past five years, Coastal Carolina Community College has had 96.7% of its graduates pass the Dental Assisting National Board. The College budget has supported the program to ensure that resources are available to meet program goals and competencies.

B. **Weaknesses:** The Dental Assisting program is a very strong program with a very solid foundation. The weaknesses identified in last year's DTA remain a concern. They are three (3) areas that remain a concern:

1. The floor in the main clinic and in the 6 x-ray operatories needs to be replaced.

2. The clinic patient chairs are 20 years old, and have been repaired multiple times. Six (6) chairs were purchased and installed on April 11, 2022 through April 15, 2022. This leaves 17 of the older chairs remaining to be replaced. These are reaching a critical point in their length of service, and in addition to requiring more and more maintenance, they could malfunction at inopportune times, causing students to have to cancel patients because we do not have a functioning operatory available for them. Currently, the cost of a new dental operatory chair is in the range of $10,500.

3. We still will need to redesign the Central Sterilization area to provide a more effective and efficient use of this space, and a more ideal infection control management of the clinic's critical Central Sterilization area.

C. **Progress and Response to Objectives Set and Printed in 2020-21 DTA**
1. Work with the Director of Physical Plant Operations & Auxiliary Services to discuss a plan to:
    a. Replace the floor in the Dental Clinic and x-ray operatories, **CONTINUE**
    b. Redesign the Central Sterilization area to make more effective and efficient use of the space. **CONTINUE**
2. To launch, in collaboration with Medical Office Administration, a Fall 2022 inaugural Dental Office Administrator diploma program. **CONTINUE AS REVISED**
3. Conduct an annual curriculum review for DEN 100, DEN 101, DEN 102, DEN 111, DEN 103, DEN 106, DEN 112, DEN 105, and DEN 107. **COMPLETE AND ONGOING**
4. Continue to further develop and refine a continually improving and effective faculty calibration throughout the academic year for all and among all didactic, laboratory, and clinical courses. **COMPLETE AND ONGOING**
5. Investigate and evaluate the addition of an evening Dental Assisting program, so as to better support the workforce needs of North Carolina. **DELETED**

D. **Summary of Improvements/Budget Decision Based On Analysis**
1. The students taking the Dental Assisting National Board achieved 96% pass rate in Infection Control, 91% in Radiation Health & Safety, and a 90**%** pass rate in General Chairside on first time testing.
2. A significant number of Dental Assisting students continue to participate in the additional tutoring sessions offered, which contributes to their persistence in completing the Dental Assisting program.
3. As a result of our innovative faculty's response to the challenges of COVID-19, the Dental Assisting program has integrated these creative, engaging, and effective learning experiences into the fabric of their respective courses.

E. **Program Objectives/Action for the Next 1 to 2 Years**
1. Work with the Director of Physical Plant Operations & Auxiliary Services to discuss a plan to:
    a. Replace the floor in the Dental Clinic and x-ray operatories,
    b. Redesign the Central Sterilization area to make more effective and efficient use of the space.
2. To launch a late Spring 2023 inaugural Dental Office Administrator certificate program in collaboration with the Division of Continuing Education.
3. Continue to further develop and refine a continually improving and effective annual faculty calibration workshop at the start of each academic year.
4. Incorporate student clinical competencies using a variety of dental equipment to ensure successful transition from program to private practice.
5. Continue to identify and implement strategies to increase response rate on Employer Surveys.
6. Introduce and engage students with College student support services and resources by inviting resource groups to make presentations to incoming students and by directing students to the appropriate support services at the first sign of struggle.
7. To seek the opportunity for the Dental Assisting students to participate in the ECU School of Dental Medicine.

F. **Program/Student Learning Outcomes at Program Completion**
1. Graduates of the Dental Assisting program will be able to demonstrate a sound grasp of basic skills and knowledge in the basic sciences, dental sciences, general education, and dental assisting science. 85% of the Dental Assisting program graduates taking the Dental Assisting National Board will pass the exam.

96% • Infection Control
91% • Radiation Health & Safety
90% • General Chairside

2. Graduates of the Dental Assisting program will be clinically proficient.

100% At the close of their final term, 85% of the graduates will be able to practice dental assisting skills with 77% proficiency as directed by the Dental Assisting program faculty in capstone course DEN 107 Clinical Practice II.

3. Graduates of the Dental Assisting program will be employed in the field or continue their education in dentistry or a related field.

76%   a. 50% of the graduates of the Dental Assisting program responding to the Graduate/Completer Survey will report employment in the field or enrollment in an educational program.

96%   b. 75% of the previous year graduates of the Dental Assisting program responding to the Alumni Survey distributed one year after graduation will report employment in the field or enrollment in an educational program.

4. Employers of the Dental Assisting program graduates will rate the clinical and academic skills of the employees as above average or better. The Employer Survey conducted each year will rate the

1. 5.00   graduates as above average on the three course area performance (competency) survey questions.
2. 5.00   "Above average" is higher than a 3.0 on a 5-point scale; however, if any of the three survey questions has
3. 5.00   an individual rating below 3.0, that individual course area performance will be reviewed further.

100%   a. 90% of the respondents to an Employer Survey conducted each year will respond that they would employ future graduates of the Dental Assisting program.

5. Faculty will attend state, regional, or national meetings each year and disseminate scientific information

Not Met   to the faculty at a department meeting.
At least 50% of the Dental Assisting faculty will attend a state, regional, or national meeting each year and disseminate scientific information to the faculty at a department meeting. (Professional Development was put on hold due to COVID-19)

Student Outcomes/Competency Evaluation:

The student outcomes/student competency is measured in a capstone course, DEN 107 Clinical Practice II, that is taken during the last semester of the program. In this course, a comprehensive experience has been designed to assess the clinical proficiency of the student based on instructor, student, and dentist evaluations, as well as satisfactory completion of clinical requirements.

The demonstration of dental assisting skills is used to evaluate knowledge, measure hands-on performance, and assess critical thinking skills.

The Dental Assisting National Board evaluates knowledge, critical thinking skills, problem solving, and ability to follow directions.

The methods of evaluation utilize internal evaluation by the program faculty and external evaluation by the Dental Assisting National Board and participating dentists.

Capstone Course
DEN 107 Clinical Practice II

Grade Distribution				Graduates	
Grade	# of Students	%		# of Students	Term
A	19	86%		22	2022SU
A-	2	9%			
B+	1	5%			
	22				
Retention Rate:		100%			

DENTAL HYGIENE (A45260)

I. Description

The Dental Hygiene curriculum prepares individuals with the knowledge and skills to assess, plan, implement, and evaluate dental hygiene care for the individual and the community.

Students will learn to prepare the operatory, take patient histories, note abnormalities, plan care, teach oral hygiene, clean teeth, take x-rays, apply preventive agents, complete necessary chart entries, and perform other procedures related to dental hygiene care.

Graduates of this program may be eligible to take national and state/regional examinations for licensure which are required to practice dental hygiene. Employment opportunities include dental offices, clinics, schools, public health agencies, industry, and professional education.

II. Analysis of Desktop Audit Summary Data

A. Enrollment: The annual unduplicated headcount for 2021-22 was 44, a 2% increase from the previous year. The freshman headcount was 22, no change from the previous year.

B. Graduation Rate: The graduation rate was 95%, 21 graduates.
   Goal Accomplishment of Graduates: The program is fulfilling its purpose because:

1. Of the 21 graduating students, 14 responded to the graduate survey. All graduates stated that their goal was to obtain a degree.
2. Upon graduating, 93% (13 graduates) of those responding to the survey said that they had fully accomplished their goal, and 7% (1 graduate) partially accomplished her goal.

C. Goal Accomplishment of Students Who Did Not Intend to Complete Program *(primary goal-Job enhancement in current employment or for a new field of employment, personal interest, or transfer)***:**
   N/A

D. Early Leavers in 2021-22:
1. **Withdrawals from the College:** Of the 3 students withdrawing from the College (7% withdrawal rate), none responded to the Leaver survey.
   Goal Accomplishment of Withdrawals: Withdrawals did not respond to the Leaver survey.
2. **Changed Academic Program:** No students changed their academic program prior to completion.

E. Successful Placement: The related employment and/or enrollment in additional education rate of the graduates responding to the survey is 43%, 2 in related employment and 5 enrolled in additional education. One graduate enrollment in additional education is also in related employment and is not calculated in the placement rate.   The one-year-follow-up (Alumni Survey-Job Link) of 2020-21 graduates showed no more graduates in related employment or enrolled in additional education, for a placement rate of 83%.

F. Employer Survey Results (*0 surveys, 0 responses, 2 do not contacts*): The graduates who checked "do not contact" did so because they were either our US Navy graduates, or graduates who are working for a temporary employment agency and had very short-term assignments in multiple dental practices.

G. Certification/Licensure: The 2021-22 North Carolina State Board certification/licensure first time passing rate was 95%. Students taking the National Board achieved 86% pass rate on first time testing.

H. Advisory Committee: The Advisory Committee met on October 19, 2022, and minutes are on file. Dr. Gabarée presented his *State of the Dental Department Address* which included the dental department's vision of "Graduating Tomorrow's Dental Professionals Today." During his presentation, he spoke on how dentistry has gone through many technological changes over the last decade, and how this is affecting dental education. In particular, he spoke of how we, as a program, must still teach traditional dental procedures. Students must still know these traditional dental procedures for their national boards, and because some dental offices are still using these traditional clinical methodologies. He pointed out, however, that our programs also need to provide students with the knowledge and required skillsets for effectively utilizing new technology.

He introduced the framework for doing this as three coordinates, which are Innovation, Technology, and Collaboration, and stated that it is our obligation as dental educators to prepare our students for the 21st Century workplace.

He then went on to explain how the Dental Assisting and Dental Hygiene programs have been able to do this through the purchase and implementation of 21st Century technology, simulated learning technology, and the application of innovative educational methodology. He then invited each of the full-time faculty to present what they have done in these respective areas in this regard.

In accordance with established protocol, Dr. Gabarée requested the Advisory Committee members to approve a change regarding the required dental exam for incoming students. He explained that currently, new students just are required to have a dental exam. He went on to explain that over the years we have found that a number of our incoming students do not have dental insurance and thus have not had routine dental care and would benefit from x-rays and a dental hygiene appointment which is why we are proposing this change. The Advisory Committee members approved the change unanimously.

T. Rob Tempel, Jr. DDS, Associate Dean for Extramural Clinical Practices ECU Dental School of Dental Medicine, asked if we have had a difficult time to maintaining full enrollment. Dr. Shelby Chadwick answered his question stating that the Dental Hygiene program always has full enrolment with a wait list, and the Dental Assisting class is the same way. Dr. Tempel went on to state that there is a workforce development group that meets to discuss the workforce shortage, and that he would like to continue to have ECU's School of Dentistry continue to partner with Coastal Carolina Community College's Dental Department.

I. **Student Opinion Survey (5-point scale):** The opinion survey reveals that:
Withdrawals did not rate services.
Graduates rated Quality of Instruction in Program Areas, Quality of Instruction in Other Courses, Overall Quality of Academic Program, Teaching Facilities, and Equipment above average.

III. Program Status & Plans - Next 1 to 2 Years *(Faculty/Dept. Head/Division Chair Section)*

A. **Staffing:** Faculty include two (2) full-time dental hygienists; one (1) full-time faculty who is shared between Dental Hygiene and Dental Assisting; one (1) is a dentist and the Dental Program's Department Head/Instructor; one (1) part-time dentist clinical instructor; and seven (7) adjunct clinical instructor faculty. The role of the part-time dentist clinical instructor continues to provide the students with a simulated private practice experience. The part-time dentist clinical instructor, in addition to providing dental anesthesia when necessary, also does "Yellow Flag" checks. These "Yellow Flag" checks are very similar to exam/consults dental hygienists experience in private practice.

B. **Facilities/Equipment:**
Classroom/Lab - Laboratory, classroom, and clinical space and equipment is sufficient to meet the needs of the students. Plans for the next year include:
  - Utilizing the soon-to-be-completed Simulation Lab.

C. **Employment Demand:**
Nationally, this occupation is expected to increase by 11% through 2030. In North Carolina, this occupation is expected to increase 21% through 2028. There are 650 annual vacancies expected for this occupation in North Carolina.

Salary	Min Annual/Hourly	Average Annual/hourly	High Average/Hourly
National	$60,100/$28.90	$77,810/$37.41	$100,200/$48.18
State	$59,010/$28.37	$76,820/$36.93	$81,030/$38.96
Local	$59,250/$28.48	$71,170/$34.22	$76,710/$36.88

http://www.onetonline.org, www.cfnc.org

D. **Trends:** Continued strong demand for enrollment is projected. Demand for dental hygienists remains strong nationwide. The increasing number of licensed dental hygienists in Onslow and the surrounding counties has made it difficult for graduates to obtain immediate full-time employment locally. However, due to the quality of our graduates, part-time positions in Onslow and the surrounding counties typically lead to full-time positions. Since many of our graduates are military spouses, many move out of the area and find full-time employment in other regions of the country. During 2021-22, 77 candidates completed eligibility applications for the Dental Hygiene program, 53 applicants met the minimum academic admission requirements, 25 students were offered admission, and 22 enrolled.

IV. Data Page

A. Operating Budget:

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2021-22	91,731	70,393	95,965	82,157	3,875	1,063
2020-21	15,686	15,685	108,740	77,045	5,548	371
2019-20	47,158	46,990	49,513	46,613	3,178	1,202
2018-19	50,295	0	66,365	67,093	5,064	1,592
2017-18	46,216	46,216	53,948	56,595	6,936	2,765

2021-22 – Due to the 6 dental chairs total purchase and installation cost coming in lower than anticipated, equipment funds were not fully utilized. The supplies overall cost was reduced due to items on the purchase orders being unavailable because of supply chain issues and items on long term backorders extended from the COVID-19 pandemic. Under professional development, some of the courses attended were virtual, which reduced the overall cost since faculty did not need to travel.
2020-21 – Due to the continued COVID-19 pandemic, travel funds were not fully utilized. The supply dollars were not fully used due to the fact that fewer patients were seen in the clinic due to COVID-related issues.
2018-19 – An analysis of sensor needs resulted in the delay of a decision to purchase. Under professional development, due to the impact of Hurricane Florence, faculty were unable to travel to the Fall Scientific Conference.
2017-18 – Some Professional Development funds were reclassified as supplies.

Graduation Rate/Successful Placement Scale (Internal Benchmark)
Unsatisfactory   Satisfactory
0-49%...................................50-100%

B. Associate Enrollment:

	Headcount		Grads		FTE			
	FRS	Annual Undup.	No.	%	Fall	Spring	Summer	Total
2021-22	22	44	21	95	28.25	23.38	5.63	57.26
2020-21	22	43	20	87	27.75	24.84	6.19	58.78
2019-20	21	39	18	82	22.66	22.63	5.31	50.63
2018-19	22	40	17	77	24.81	23.88	5.50	54.19
2017-18	22	42	19	86	27.25	23.97	6.69	57.91

C. Job Placement Follow-Up Results:

	Re-sponses	Related Employ.	Unrelated Employ.	Un-employ.	More Educ.	Un known	1-yr Follow-up Related Emp.
2021-22	14	2 (14%)	2	10	5	0	
2020-21	17	15 (88%)	1	1	1	0	Unch (88%)
2019-20	18	13 (72%)	0	5	4	0	Unch (72%)
2018-19	17	14 (82%)	2	1	3	0	1 (88%)
2017-18	19	19 (100%)	0	0	3	0	Unch (100%)

2021-22 – One graduate enrolled in additional education is also in related employment.
2019-20 – Two graduates enrolled in additional education are also in related employment.
2018-19 – Three graduates enrolled in additional education are also in related employment.
2017-18 – Three graduates enrolled in additional education are also in related employment.
Note: Employment status percents are calculated using number of responses.

D. Certification/Licensure Results:

	State Board:				National Board:			
	No. Tested	No. Pass	No. Failed	% Pass	No. Tested	No. Pass	No. Failed	% Pass
2021-22	21	21	0	100	22	20	2	91
2020-21	15	14	1	93	20	16	4	80
2019-20	17	17	0	100	18	18	0	100
2018-19	21	19	2	90	17	16	1	94
2017-18	19	17	2	89	20	19	1	95

E. Student Opinion Survey Results:

Excellent	Above Avg.	Average	Below Avg.	Poor
5 - - - - - -	- - - - 4 - - - -	- - - 3 - - -	- - - 2 - - -	- - - 1

	Graduates (14 of 21)	Withdrawals (0 of 3)
Quality of Instruction In Program Areas	3.85	N/A
Quality of Instruction in Other Courses	3.85	N/A
Overall Quality of Academic Program	3.77	N/A
Teaching Facilities	3.85	N/A
Equipment	4.15	N/A

F. Employer Survey Results (0 of 0): Evaluation of Students in Related Field Only
Employer Response to Survey Questions

1. Performance of vocational or technical skills   N/A
2. Effective communication in speaking, writing, reading and listening   N/A
3. Demonstrates the needed math skills   N/A
4. Uses information to analyze problems and make logical decisions   N/A
5. Demonstrates good work habits   N/A
6. If the need arises, would you hire a Coastal graduate in the future?   N/A
7. Overall rate of satisfaction with Coastal graduate employee   N/A

V. Quality Review Summary

A. Strengths: The need for allied dental health personnel remains strong nationwide, which plays well to one of our major strengths in that many of our Dental Hygiene graduates are military spouses. Dental Hygiene is a very mobile profession allowing not only our military spouses, but also our other graduates great employment mobility and flexibility. Our Dental Hygiene faculty have diverse backgrounds in private dental practice, as well as significant teaching experience. There is an ongoing Dental Department professional development program, an all-faculty annual review of current educational methodology, and an annual department-sponsored instructors' calibration workshop. Our "Training Affiliation Agreement" with the 2D Dental Battalion/ Naval Dental Center Camp Lejeune provides an opportunity for our Dental Hygiene students to train in a setting similar to a private dental practice. The Dental Programs' Department Head and Dental Hygiene faculty continue to promote relationships with local and regional dental healthcare professionals, thus expanding our network and influence on behalf of our graduates. Over the past five years, Coastal Carolina Community College has had 92% of its graduates pass the Dental Hygiene National Board and 94.4% of the graduates pass the State Licensing exams on the first attempt. The College budget has supported the program to ensure that resources are available to meet program goals and competencies.

B. Weaknesses: The Dental Hygiene program is a very strong program with a very solid foundation. The weaknesses identified in last year's DTA remain a concern as listed below in items 1-4 and have been or are in the process of being addressed.

1. The COVID pandemic has exposed a nationwide and statewide shortage of dental hygienists, and the recruiting competition is intense. In addition to this workforce shortage, the Commission on Dental Accreditation (CODA), as of July 1, 2022, will require that all Dental Hygiene faculty, both didactic instructors and clinical instructors, have a bachelor's degree. As noted in last year's DTA, it is difficult to recruit clinical instructors who have earned a bachelor degree. This new CODA requirement has proved to make this recruitment process even more difficult.   Under current College rules, which limit part-time clinical instructors to no more than 14 hours, we must have a team of eight (8) or more part-time clinical instructors, depending upon availability, under contract in order to maintain the required CODA 1:5 ratio for all for clinics. Every semester is a scramble to find enough instructors to meet this ratio. Being able to offer a Dental Hygienist more competitive wages, the ability to work more than the limited 14 hours/week maximum, and/or a permanent part-time instructor position with benefits would enhance our ability to better utilize the adjunct clinical instructors we currently have, and to successfully recruit a more stable and sustainable part-time clinical instructor cohort.
2. The need to replace the floor in the main clinic and in the 6 x-ray operatories remains.
3. The clinic patient chairs are 20 years old, and have been repaired multiple times. Six (6) chairs were purchased and installed on April 11, 2022 through April 15, 2022. This leaves 17 of the older chairs remaining to be replaced. These are reaching a critical point in their length of service, and in addition to requiring more and more maintenance, they could malfunction at inopportune times, causing students to have to cancel patients because we do not have a functioning operatory available for them. Currently, the cost of a new dental operatory chair is in the range of $10,500.
4. We will need to redesign the Central Sterilization area to provide a more effective and efficient use of this space, and a more ideal infection control management of the clinic's critical Central Sterilization area.

C. Progress and Response to Objectives Set and Printed in 2020-21 DTA
1. Work with the Director of Physical Plant Operations & Auxiliary Services to discuss a plan to:
    a. Replace the floor in the Dental Clinic and x-ray operatories, **CONTINUE**
    b. Redesign the Central Sterilization area to make more effective and efficient use of the space. **CONTINUE**
2. Continue to further develop and refine a continually improving and effective faculty calibration throughout the academic year for all, and among all, didactic, laboratory, and clinical courses. **COMPLETE AND ONGOING**
3. Conduct curriculum review for DEN 111, DEN 112, DEN 120, DEN 121, DEN 123, DEN 130, DEN 131, DEN 221, DEN 224, DEN 232, and DEN 233. **COMPLETE AND ONGOING**
4. Implement the administration of local anesthetic into the Dental Hygiene curriculum using the guidelines outlined by the North Carolina State General Assembly and the North Carolina State Board of Dental Examiners. **COMPLETE AND ONGOING**
5. Continually evaluate emerging technology and investigate its merits and learning application for the fulfillment and enhancement of our mission to graduate tomorrow's Dental Hygienist today. **COMPLETE AND ONGOING**

D. Summary of Improvements and/or Budget Decisions Based On Analysis
1. The students taking the Dental Hygiene National Board achieved 92% pass rate, and those sitting for state license exams achieved a 94.4% pass rate.
2. A significant number of Dental Hygiene students continue to participate in the skills lab sessions offered which contributed to their successful completion of the Dental Hygiene program.
3. As a result of our innovative faculty's response to the challenges of COVID-19, the Dental Hygiene program has integrated these creative, engaging, and effective learning experiences into the fabric of their respective courses.
4. Students were provided the opportunity for an externship with ECU School of Dental Medicine.

E. Program Objectives/Action for the Next 1 to 2 Years
1. Work with the Director of Physical Plant Operations & Auxiliary Services to discuss a plan to:
    a. Replace the floor in the Dental Clinic and x-ray operatories,
    b. Redesign the Central Sterilization area to make more effective and efficient use of the space.
2. Evaluate Department Head's responsibilities to ensure that his schedule is in accordance with the new CODA Standard 3-2 concerning the percentage of program administrative hours compared to teaching contact hours.

3. Introduce and engage students with College student support services and resources by inviting resource groups to make presentations to incoming students and by directing students to the appropriate support services at the first sign of struggle.

4. Investigate strategies to build communication with graduates to obtain employment information.

F. Program/Student Learning Outcomes at Program Completion

1. Graduates of the Dental Hygiene program will be able to demonstrate a sound grasp of basic skills and knowledge in the basic sciences, dental sciences, general education, and dental hygiene science.

   91%

   85% of the Dental Hygiene program graduates taking the Dental Hygiene National Board will pass the exam.

2. Graduates of the Dental Hygiene program will be clinically proficient.

   100%
   a. At the close of their final term, 100% of the graduates will be able to demonstrate dental hygiene skills with 77% proficiency as directed by the Dental Hygiene program faculty in capstone course DEN 231 Dental Hygiene Clinic IV.

   100%
   b. 85% of the Dental Hygiene program graduates taking a State Licensure Examination will pass the exam.

3. Graduates of the Dental Hygiene program will be employed in the field.

   43%
   a. 50% of the graduates of the Dental Hygiene program responding to the Graduate/Completer Survey will report employment in the field or continuing their education.

   94%
   b. 75% of the previous year graduates of the Dental Hygiene program responding to the Alumni Survey distributed one year after graduation will report employment in the field or enrollment in an educational program.

4. Employers of the Dental Hygiene program graduates will rate the clinical and academic skills of the employees as above average or better.

   1. N/A
   2. N/A
   3. N/A
   a. The Employer Survey conducted each year will rate the graduates as above average on the three course area performance (competency) survey questions. "Above average" is higher than a 3.0 on a 5-point scale; however, if any of the three survey questions has an individual rating below 3.0, that individual course area performance will be reviewed further.

   N/A
   b. 90% of the respondents to an Employer Survey conducted each year will respond that they would employ future graduates of the Dental Hygiene program.

5. Faculty will attend state, regional, or national meetings each year and disseminate scientific information to the faculty at a department meeting.

   100%

   At least 66% of the Dental Hygiene faculty will attend a state, regional, or national meeting each year and disseminate scientific information to the faculty at a department meeting.
   Note: Due to COVID, there was a noticeable decline in professional development availability.

Student Outcomes/Competency Evaluation:

The student outcomes/student competency is measured in a capstone course, DEN 231 Dental Hygiene Clinic IV, that is taken during the last semester of the program. In this course, a comprehensive experience has been designed to assess the clinical proficiency of the student based on instructor and student evaluations, as well as satisfactory completion of required competencies.

The demonstration of dental hygienist skills is used to evaluate knowledge, measure hands-on performance, and assess critical thinking skills. The Dental Hygiene National Board and selected State Board Clinical Exam evaluate knowledge, clinical skills, critical thinking skills, problem solving, and the ability to follow directions.

The methods of evaluation utilize internal evaluation by the program faculty and external evaluation by the Dental Hygiene National and selected State Boards.

Capstone Course
DEN 231 Dental Hygiene Clinic IV

Grade Distribution		
Grade	**# of Students**	**%**
A	5	23.8%
A-	2	9.5%
B+	4	19.0%
B	10	47.6%
	21	
Retention Rate:		100%

Graduates	
# of Students	**Term**
21	2022SP

DIESEL AND HEAVY EQUIPMENT TECHNOLOGY (D60460)

Diesel and Heavy Equipment Technology (C60460), Medium/Heavy Duty Power Train (C60460A), Medium/Heavy Duty Drive Train (C60460B), Heavy Duty Truck Systems (C60460C)

I. Description

The Diesel and Heavy Equipment Technology program prepares individuals to apply technical knowledge and skills to repair, service, and maintain diesel engines in vehicles such as Heavy Duty Trucks over one ton classification, buses, ships, railroad locomotives, and equipment, as well as stationary diesel engines in electrical generators and related equipment.

II. Analysis of Desktop Audit Summary Data

A. Enrollment: The diploma (D60460) annual unduplicated headcount for 2021-22 was 0, a 100% decrease from the previous year. The diploma freshmen headcount was 0, a 100% decrease from the previous year.

The certificate (C60460) annual unduplicated headcount for 2021-22 was 0, a 100% decrease from the previous year. The certificate freshmen headcount was 0, a 100% decrease from the previous year.

The Power Train certificate (C60460A) annual unduplicated headcount for 2021-22 was 0, a 100% decrease from the previous year. The Power Train certificate freshmen headcount was 0, a 100% decrease from the previous year.

The Drive Train certificate (C60460B) annual unduplicated headcount for 2021-22 was 0, a 100% decrease from the previous year. The Drive Train certificate freshmen headcount was 0, a 100% decrease from the previous year.

The Heavy Duty Truck Systems certificate (C60460C) annual unduplicated headcount for 2021-22 was 0, a 100% decrease from the previous year. The Heavy Duty Truck Systems certificate freshmen headcount was 0, a 100% decrease from the previous year.

B. Graduation Rate: The diploma graduation rate was 0%, 0 graduates; certificate was 0%, 0 graduates. Power Train graduation rate was 0%, 0 graduates. Drive Train graduation rate was 0%, 0 graduates, and Heavy Duty Truck Systems graduation rate was 0%, 0 graduates. The graduate unduplicated headcount was 0.

Goal Accomplishment of Graduates: The program is fulfilling its purpose because:

1. Of the 0 graduating students, 0 responded to the graduate survey.

2. Upon graduating, 0% (0 graduates) of those responding to the survey stated that they had fully accomplished their goal, and 0% (0 graduates) stated that they had partially accomplished their goal.

C. Goal Accomplishment of Students Who Did Not Intend to Complete Program *(primary goal-Job enhancement in current employment or for a new field of employment, personal interest, or transfer)*:
N/A

D. Early Leavers in 2021-22:

1. **Withdrawals from the College:** N/A

   Goal Accomplishment of Withdrawals: N/A

2. **Changed Academic Program:** N/A

E. Successful Placement: N/A

F. Employer Survey Results N/A

G. Certification/Licensure: Voluntary ASE (Automotive Service Excellence) testing. The College does not receive a summary of testing information. Results data cannot be validated as it is based on student submission and self-reporting. Because students must have two or more years of experience before they can hold an ASE Certification, many students are not eligible to be certified while in the program (unless they enter program with prior work experience).

H. Advisory Committee: The Advisory Committee did not meet during 2021-2022 due to the resignation of the Department Head/Instructor in 2021.

    I.   **Student Opinion Survey** (5-point scale): The opinion survey reveals that:
        N/A

III.   Program Status & Plans – Next 1 to 2 Years (Faculty/Dept. Head/Division Chair Section)

    A.   Staffing: The Department Head/Instructor resigned during Summer 2021. The position was advertised twice; however, the College was unable to secure an instructor for Fall 2022 semester. A new program plan has been developed, which will require one full-time Department Head/Instructor as well as at least one part-time Instructor to meet the demands of both CU and CE (SkillBridge) scheduling.

    B.   Facilities/Equipment: The program has been on pause since the beginning of Fall 2021 semester. Since this time, the former Department Head/Instructor has been working to identify and dispose of old equipment, training props, and supplies that are no longer germane to the program. No equipment or supplies have been purchased in FY 2021-2022 for the program. With the recent reimagining of the program, new training props and equipment will be required to give students the valuable learning experiences that they need in the workforce. The plan to include both CE and CU students will require equipped tool cabinets to be purchased by the College to serve the diverse student population. The students will still be required to purchase limited tools to participate in the program.

        The College should acquire suitable space to co-locate the CDL program and the HET program so that the students will have real-world experience working with and maintaining the CDL and Powerline Technician vehicle fleet. This would make the current HET lab space available for other programs.

    C.   Employment Demand:
       Bus and Truck Mechanics and Diesel Engine Specialists
       Nationally, the need for diesel and heavy equipment technicians is expected to increase 8% through 2030. In North Carolina, this occupation is expected to grow 6% through 2028. There are 950 annual vacancies expected for this occupation in North Carolina.

Average Salary	Minimum Annual/Hour	Median Annual/Hour	High Annual/Hour
National	$35,730/$17.18	$48,690/$23.41	$76,150/$36.61
State	$35,430/$17.03	$47,600/$22.89	$63,010/$30.29
Local	$35,380/$17.01	$43,950/$21.13	$59,890/$28.79

       http://www.onetonline.org

    D.   Trends: The program was paused for the 2021-2022 academic year due to the inability to find new faculty. Discussion among the former faculty and the AUT Department Head, along with industry contacts, has revealed the need to direct the program toward producing maintenance technicians rather than full-fledged diesel engine rebuilders. The focus of the new HET program will be to prepare students for the expected skillset in a diesel maintenance shop. They are typically expected to start with regular maintenance tasks and then build up to heavier component rebuilding.

IV.   Summary Data

    A. Operating Budget:

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2021-22	0	0	0	12,596	0	295
2020-21	5,083	5,083	84,821	71,850	0	0
2019-20	67,346	60,879	28,580	27,314	0	0
2018-19	0	0	21,632	20,988	0	(19)
2017-18	90,481	83,981	20,530	22,134	3,486	1,492

2021-22 – Tools and supplies were purchased with the anticipation of running the program in Fall 2022.
2020-21 – Supply funds were not spent as the previous Department Head's tenure was winding down due to the unclear future direction for the program.

Graduation Rate/Successful Placement Scale (Internal Benchmark)
Unsatisfactory　　　　　Satisfactory
0-49%.............................50-100%

B. Enrollment:

1. Diploma (D60460)

	Headcount		Grads		FTE			
	FRS	Ann'l Undup.	No.	%	Fall	Spring	Summer	Total
2021-22	0	0	0	0	0.00	0.00	0.00	0.00
2020-21	16	18	11	69	13.47	11.13	6.22	30.82
2019-20	14	16	13	93	12.44	13.22	8.03	33.69
2018-19	13	13	8	62	11.41	10.28	6.38	28.07
2017-18	16	17	12	75	11.16	11.06	6.09	28.31

2. Diesel and Heavy Equipment Technology Certificate (C60460)

	Headcount		Grads	
	FRS	Ann'l Undup.	No.	%
2021-22	0	0	0	0
2020-21	13	13	13	100
2019-20	14	14	14	100
2018-19	10	10	10	100
2017-18	11	11	11	100

3. Medium/Heavy Duty Power Train Certificate (C60460A)

	Headcount		Grads	
	FRS	Ann'l Undup.	No.	%
2021-22	0	0	0	0
2020-21	14	14	14	100
2019-20	15	15	15	100
2018-19	11	11	11	100
2017-18	11	11	11	100

4. Medium/Heavy Duty Drive Train Certificate (C60460B)

	Headcount		Grads	
	FRS	Ann'l Undup.	No.	%
2021-22	0	0	0	0
2020-21	13	13	13	100
2019-20	14	14	14	100
2018-19	10	10	10	100
2017-18	11	11	11	100

5. Heavy Duty Truck Systems Certificate (C60460C)

	Headcount		Grads	
	FRS	Ann'l Undup.	No.	%
2021-22	0	0	0	0
2020-21	12	12	12	100
2019-20	14	14	14	100
2018-19	9	9	9	100
2017-18	11	11	11	100

C. Unduplicated Program Graduates 2021-22:

	Graduates	Diploma	Certificate	Power Train Certificate	Drive Train Certificate	Truck Systems Certificate
Diploma	0	N/A	0	0	0	0
Certificate	0	0	N/A	0	0	0
Power Train Certificate	0	0	0	N/A	0	0
Drive Train Certificate	0	0	0	0	N/A	0
Truck Systems Certificate	0	0	0	0	0	N/A

Note: The table shows students who graduated with one or more credential.
* Ten students graduated with a diploma, C60460, C60460A, C60460B, and C60460C.

D. Job Placement Follow-Up Results:

	Re-sponses	Related Employ.	Unrelated Employ.	Un-Employ.	More Educ.	Un known	1-yr Follow-up Related Emp.
2021-22	0	0 (0%)	0	0	0	0	
2020-21	13	6 (46%)	2	5	5	0	Unch (46%)
2019-20	10	0 (0%)	3	7	3	0	1 (10%)
2018-19	8	5 (63%)	1	2	3	0	Unch (63%)
2017-18	12	3 (25%)	1	8	10	0	Unch (25%)

2020-21 – Two students enrolled in additional education are also in related employment.
2018-19 – One student enrolled in additional education is also in related employment.
2017-18 – Two students enrolled in additional education are also in related employment.
Note: Employment status is calculated using number of responses.

E. Student Opinion Survey Results:

Excellent	Above Avg.	Average	Below Avg.	Poor
5 - - - - - -	- - - - 4 - - - -	- - - 3 - - -	- - - 2 - - -	- - - 1

	Graduates (0 of 0)	Withdrawals (0 of 0)
Quality of Instruction in Program Areas	N/A	N/A
Quality of Instruction in Other Courses	N/A	N/A
Overall Quality of Academic Program	N/A	N/A
Teaching Facilities	N/A	N/A
Equipment	N/A	N/A

F. Employer Survey Results (0 of 0): Evaluation of Students in Related Field Only

Employer Response to Survey Questions

1. Performance of vocational or technical skills   N/A
2. Effective communication in speaking, writing, reading, and listening   N/A
3. Demonstrates the needed math skills   N/A
4. Uses information to analyze problems and make logical decisions   N/A
5. Demonstrates good work habits   N/A
6. If the need arises, would you hire a Coastal graduate in the future?   N/A
7. Overall rate of satisfaction with Coastal graduate employee   N/A

V. Quality Review Summary

A. Strengths: Strong employment demand for diesel technicians nationwide allows graduates flexibility and mobility. The new focus in the redesigned program on diesel maintenance will properly position the graduate in the workplace. The student will graduate with more skills that they will employ immediately as maintenance technicians, while also giving them a solid foundation for improving their skills while employed. Training equipment, hand tools, specialty tools, and diagnostic tools have been purchased for use in the program so that students learn when and how to properly use them to perform tasks safely to save time and money when working in the industry. The program will continue to partner with the new CE Truck Driver Training (CDL) program to provide maintenance and some repairs on the vehicles whenever possible to align with curriculum student competencies. This will give students the opportunity to practice competencies throughout the program and keep the trucks in good running condition. The redesigned course of study will allow both CE and CU students to participate and will open an avenue for SkillBridge students to complete diesel technician training. If a CE or CE-SkillBridge student decides to continue in the program, they will be able to earn their Diploma in two more semesters as a CU student. The plan to run an identical block of courses in both fall and spring will allow for more program entry points for prospective students. The pause of the program has allowed the former HET Department Head to identify and dispose of a large quantity of obsolete training props, equipment, and supplies that had become overwhelming for faculty to manage.

B. Weaknesses: The primary challenge facing the program is finding a qualified Department Head/Instructor and adjunct faculty. The redesigned program will require a full-time Department Head and additional faculty in order to teach the courses as planned.

More appropriate facilities are needed for the program, to include drive-through bays of adequate size to handle current and next-generation diesel tractors and trailers, additional lab space, and an adjoining classroom. An ideal facility would co-locate with the CE CDL program.

Purchases of new training props, equipment, and tools will be required to prepare the students for today's workplace. The program will continue to need post-2007 diesel systems and vehicles for student training activities.

C. Progress and Response to Objectives Set and Printed in 2020-21 DTA
1. Implement additional class trips to local employers. This will give the students an idea of what a shop environment looks like and provide them with information on potential employment. **CONTINUE**
2. Purchase new training props to allow students to visualize and diagnose maintenance issues in all diesel and heavy equipment systems. Props will allow students to problem solve with a systems approach, rather than focusing on one particular piece of equipment that is in the lab. They will also allow more repetitions per student on varying diagnostic skills. Training props can be purchased that allow the Instructor to program faults into the system that the student must diagnose and repair. **CONTINUE**
3. Continue modernization efforts to increase the amount of new tools, test and diagnostics equipment to allow instruction on post-2007 engines and automatic transmissions to bring the program closer to current technological levels used in industry. **CONTINUE**
4. Meet with local employers and the Advisory Committee to update them on changes to the curriculum. **CONTINUE**
5. Work with the CU Academic Counselor/Advisor and CE Transition Specialist to coordinate the admission of both CE/SkillBridge and CU students into the program. **CONTINUE**
6. Hire a qualified Diesel and Heavy Equipment Technology Department Head/Instructor to lead the program. Establish a pool of adjunct faculty who can teach scheduled classes or as substitutes. **CONTINUE**
7. Locate appropriate lab space. More appropriate facilities are needed for the program, to include two drive-through bays of adequate size to handle current and next-generation diesel tractors and trailers, additional lab space, and an adjoining classroom. An ideal facility would co-locate with the CE CDL program. **CONTINUE AS REVISED**
8. The Department Head will work in conjunction with the Automotive Systems Technology Department Head and senior administration towards approval of an evening program for a Certificate in Automotive Light-Duty Diesel Technology. **CONTINUE AS REVISED**

9. The course of instruction will include the opportunity for the student to earn six Snap-On and NC3 Certifications. (Zeus Navigation and Scanner Operations, Zeus Lab Scope Operation and Data Management; Tire Pressure Monitoring System, Battery Maintenance and Engine Starting, Battery Charging; and Battery, Starting, and Charging System Diagnosis Certifications). **CONTINUE AS REVISED**
10. Ensure every effort is made to obtain Employer Survey results. **CONTINUE AS REVISED**

D. Summary of Improvements and/or Budget Decision Based On Analysis
1. New tools and supplies were purchased with the anticipation of running the program in Fall 2022.

E. Program Objectives/Action for the Next 1 to 2 Years
1. Implement additional class trips to local employers. This will give the students an idea of what a shop environment looks like and provide them with information on potential employment.
2. Purchase new training props to allow students to visualize and diagnose maintenance issues in all diesel and heavy equipment systems. Props will allow students to problem solve with a systems approach, rather than focusing on one particular piece of equipment that is in the lab. They will also allow more repetitions per student on varying diagnostic skills. Training props can be purchased that allow the Instructor to program faults into the system that the student must diagnose and repair.
3. Continue modernization efforts to increase the amount of new tools, test and diagnostics equipment to allow instruction on post-2007 engines and automatic transmissions to bring the program closer to current technological levels used in industry.
4. Meet with local employers and the Advisory Committee to update them on changes to the curriculum.
5. Work with the CU Academic Counselor/Advisor and CE Transition Specialist to coordinate the admission of both CE/SkillBridge and CU students into the program.
6. Hire a qualified Diesel and Heavy Equipment Technology Department Head/Instructor to lead the program. Establish a pool of adjunct faculty who can teach scheduled classes or as substitutes.
7. Explore potential lab space, to include drive-through bays of adequate size to handle current and next-generation diesel tractors and trailers, additional lab space, and an adjoining classroom. An ideal facility would co-locate with the CE CDL program.
8. Investigate, in collaboration with Automotive Systems Technology Department Head, an evening program for a Certificate in Automotive Light-Duty Diesel Technology.
9. Enhance instruction by including the opportunity for the student to earn six Snap-On and NC3 Certifications. (Zeus Navigation and Scanner Operations, Zeus Lab Scope Operation and Data Management; Tire Pressure Monitoring System, Battery Maintenance and Engine Starting, Battery Charging; and Battery, Starting, and Charging System Diagnosis Certifications).
10. Develop a plan to increase Employer Survey results.

F. Program/Student Learning Outcomes at Program Completion
N/A
1. Graduates of the Diesel and Heavy Equipment Technology program will be technically proficient in the repair and maintenance of medium to heavy duty diesel powered equipment.
At the close of their final term, 90% of the students will be able to perform medium and heavy-duty preventive maintenance as assigned by the instructor within a given period of time as directed by and to the quality control and evaluation of the Diesel and Heavy Equipment Technology program faculty in the capstone course, HET 125 Preventive Maintenance.

2. Graduates of the Diesel and Heavy Equipment Technology program will be employed in the field.
   N/A a. 50% of the graduates of the Diesel and Heavy Equipment Technology program responding to the Graduate/Completer Survey will report employment in the field or pursuing further education.
   N/A b. 75% of the previous year graduates of the Diesel and Heavy Equipment Technology program responding to the Alumni Survey distributed one year after graduation will report employment in the field or pursuing further education.

3. Employers of the Diesel and Heavy Equipment Technology program graduates will rate the technical and academic skills of the employees as average or above.
   1. N/A
   2. N/A a. The Employer Survey conducted each year will rate the graduates as above average on the
   3. N/A three course area performance (competency) survey questions. "Above average" is higher than a 3.0 on a 5-point scale; however, if any of the three survey questions has an individual rating below 3.0, that individual course area performance will be reviewed further.

N/A   b. 80% of the respondents to an Employer Survey conducted each year will respond that they would employ future graduates of the Diesel and Heavy Equipment Technology program.

Student Outcomes/Competency Evaluation:

The student outcomes/student competency is measured in a capstone course, HET 125 Preventive Maintenance, which is a class during the second semester of the program. In this class, a comprehensive experience has been designated to assess the technical proficiency of the student based on competencies as opposed to a grade. Comprehensive experiences include a mock certification licensure test and a comprehensive shop/lab activity. Students are expected to satisfactorily perform routine preventative maintenance procedures, as well as identify and solve equipment malfunctions. Students must demonstrate ability to troubleshoot problems in electrical, mechanical, and hydraulic diesel engine systems.

The comprehensive trouble-servicing assignments evaluate knowledge, hands-on performance, critical thinking skills, and ability to follow directions. The method of evaluation utilizes internal assessment by the program.

Capstone Course
HET 125 Preventive Maintenance

Grade Distribution			Graduates	
Grade	**# of Students**	**%**	**# of Students**	**Term**
N/A	0	N/A	0	N/A
Retention Rate:		N/A		

EARLY CHILDHOOD EDUCATION

Early Childhood Education-Career Track (A55220C), Early Childhood Education-Transfer Track (A55220T), Early Childhood Diploma (D55220), Early Childhood Education Certificate (C55220), Early Childhood Administration Certificate (C55220A)

I. Description

The Early Childhood Education curriculum prepares individuals to work with children from birth through eight in diverse learning environments. Students will combine learned theories with practice in actual settings with young children under the supervision of qualified teachers.

Course work includes child growth and development; physical/nutritional needs of children; care and guidance of children; and communication skills with families and children. Students will foster the cognitive/language, physical/motor, social/emotional, and creative development of young children. Graduates are prepared to plan and implement developmentally appropriate programs in early childhood settings. Employment opportunities include child development and child care programs, preschools, public and private schools, recreational centers, Head Start Programs, and school-age programs.

II. Analysis of Desktop Audit Summary Data

A. Enrollment: The Early Childhood Education-Career Track annual unduplicated headcount for 2021-22 was 19, a 37% decrease from the previous year. The freshmen headcount was 11, a 48% decrease from the previous year. The Early Childhood Education-Transfer Track annual unduplicated headcount for 2021-22 was 17, a 32% decrease from the previous year. The freshmen headcount was 8, a 20% decrease from the previous year.

The diploma annual unduplicated headcount for 2021-22 was 44, a 100+% increase from the previous year. The freshmen headcount was 38, a 100+% increase from the previous year.

The certificate annual unduplicated headcount for 2021-22 was 21, a 24% increase from the previous year. The freshmen headcount was 18, a 13% increase from the previous year.

The Early Childhood Administration certificate annual unduplicated headcount for 2021-22 was 11, a 8% decrease from the previous year. The freshmen headcount was 11, no change from the previous year.

B. Graduation Rate: Early Childhood Education-Career Track graduation rate was 29%, 6 graduates; Early Childhood Education-Transfer Track graduation rate was 30%, 3 graduates; diploma graduation rate was 32%, 12 graduates; certificate graduation rate was 78%, 14 graduates; Early Childhood Administration Certificate graduation rate was 91%, 10 graduates. The graduate unduplicated headcount was 28.

Goal Accomplishment of Graduates:

1. Of the 28 graduating students, 6 responded to the graduate survey. All graduates stated that their goal was to obtain a degree/diploma/certificate.

2. Upon graduating, 100% (6 graduates) of those responding to the survey said that they had fully accomplished their goal.

C. Goal Accomplishment of Students Who Did Not Intend to Complete Program (*primary goal-Job enhancement in current employment or for a new field of employment, personal interest, or transfer*)**:** N/A

D. Early Leavers in 2021-22:

1. **Withdrawals from the College:** Of the 37 students (12 associate, 20 diploma, 5 certificate) withdrawing from the College (33% withdrawal rate), none responded to the Leaver survey.

Goal Accomplishment of Withdrawals: Withdrawals did not respond to the Leaver survey.

2. **Changed Academic Program:** Two associate students and four diploma students changed their academic program prior to completion. Five students changed to Associate in Arts and one to Cosmetology.

E. **Successful Placement:** The total combined related employment and/or enrolled in additional education rate of the graduates responding to the survey is 67%, 4 in related employment and 1 enrolled in additional education. One graduate enrolled in additional education is also in related employment and not calculated in the placement rate. The one-year follow-up (Alumni Survey-Job Link) of 2020-21 unduplicated graduates showed no more graduates in related employment or enrolled in additional education for a placement rate of 91%.

F. **Employer Survey Results:** *(4 surveys, 1 response, 0 do not contact):* The graduate working in this field was rated excellent by the employer. Overall rate of satisfaction of employers with graduate employees was excellent. 100% said they would hire future Coastal graduates.

G. **Certification/Licensure:** In March 2022, the College will submit signed voluntary administrative intent to withdraw from NAEYC Accreditation with 5-year voluntary self-study process.

H. **Advisory Committee:** The Advisory Committee met on July 20, 2022 and minutes are on file.

Committee members provided insights on the state of Early Childhood within Onslow County. North Carolina licensed child care programs may be in crisis in Onslow County with the shortfall of qualified teachers. Families are being denied space as many classrooms are forced to close. Initiatives are aggressively being discussed in Onslow County to improve matters.

Onslow County Public Preschools also have employment concerns but largely with teacher assistant positions as those individuals require an Associate Degree in Early Childhood Education. K-2 classrooms require teacher assistants to also have an Associate Degree in a general education field and center are facing difficulty in keeping positions filled.

The Director for Admissions and Counseling Services provided an update on new student enrollment as well as the admittance process. She also provided the graduation rate over the last year while informing the committee that students' graduation is the point they complete their program of study.

Desktop Audit results for 2020-2021 were discussed along with enrollment and graduation numbers, program objectives and goals, as well as graduation survey results (student and employers).

Since the start of the COVID-19-related situation, only three hybrid/partial courses filled and took place. Four partial/hybrid courses offered fall, 2022.

Routine observations required prior to COVID remain suspended in all courses unless the program site is the student's place of employment.

NAEYC accreditation voluntarily expires in March 2022. Annual reports are not required during voluntary self-study. NAEYC resources are accessible during 5-year cycle. Self-study is due March 30, 2027 if seeking accreditation.

I. **Student Opinion Survey (5-point scale):** The opinion survey reveals that:

Withdrawals did not rate services.

Graduates rated Quality of Instruction in Program Areas, Quality of Instruction in Other Courses, Overall Quality of Academic Program, Teaching Facilities, and Equipment above average.

III. Program Status & Plans - Next 1 to 2 Years (Faculty/Dept. Head/Division Chair Section)

A. **Staffing:** The program is staffed with one full-time SACSCOC-qualified instructor and four SACSCOC-qualified adjunct instructors. Adjunct instructors who teach ECE courses that transfer to 4-year colleges have a Master's degree in Early Childhood Education or a related field.

B. **Facilities/Equipment:** The Early Childhood Education lab, located in the Math and Science Technology Building, is equipped to serve as a model early childhood classroom and is organized to engage students in activities that provide application and practice of skills needed for field-related employment.

C. **Employment Demand:**

Early Childhood Education Workers and Pre-School Teachers
Nationally, this occupation is expected to increase by 18% through 2030. In North Carolina, this occupation is expected to increase 8% through 2028. There are 1,790 annual vacancies expected for this occupation in North Carolina.

Average Salary	Minimum Annual/Hour	Median Annual/Hour	High Annual/Hour
National	$22,840/ $10.98	$30,210/ $14.52	$58,530/ $28.14
State	$21,410/ $10.29	$28,350/ $13.63	$38,270/ $18.40
Local	$17,030/ $8.19	$22,730/ $10.93	$51,760/ $24.89

www.onetonline.org

D. Trends: There is a shortage of crisis level for early childhood professionals, both locally and nationally. There continues to be a need for child care workers to complete early childhood education courses fully online to meet the requirements of North Carolina's Star Rated License System. Due to COVID-19, most courses were converted to fully online sessions, to better enable students' learning and achievement of educational goals. Practicum courses (EDU 184 Early Childhood Intro Pract and EDU 284 Early Childhood Capstone Prac) have partial online format and continue to have placement in the field in order to meet Diploma and Associate in Applied Science requirements.

IV. Data Page

A. Operating Budget:

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2021-22	0	0	279	278	200	0
2020-21	0	0	214	1,896	200	0
2019-20	0	0	2,596	1,896	7	62
2018-19	0	0	1,924	1,934	500	571
2017-18	0	0	188	1,982	2,800	2,439

2020-21 – Expenses were higher than budgeted due to decision to pay renewal fee for NAEYC accreditation.
2017-18 – The expense for supplies was higher due to costs for accreditation.

Graduation Rate/Successful Placement Scale (Internal Benchmark)
Unsatisfactory   Satisfactory
0-49%................................50-100%

B. Enrollment:

1. Early Childhood-Career Track Associate (A55220C)

	Headcount		Grads		FTE			
	FRS	Annual Undup.	No.	%	Fall	Spring	Summer	Total
2021-22	11	19	6	29	3.78	3.78	1.81	9.37
2020-21	21	30	2	9	7.44	8.09	2.31	17.84
2019-20	23	29	0	0	6.73	5.74	1.98	14.45
2018-19	11	11	N/A	N/A	1.06	1.66	1.53	4.25

2. Early Childhood-Transfer Track Associate (A55220T)

	Headcount		Grads		FTE			
	FRS	Annual Undup.	No.	%	Fall	Spring	Summer	Total
2021-22	8	17	3	30	3.19	4.41	3.03	10.63
2020-21	10	25	3	19	5.53	4.81	1.19	11.53
2019-20	16	28	1	6	4.41	5.52	1.88	11.81
2018-19	18	18	N/A	N/A	2.33	3.38	1.80	7.51

3. Early Childhood Associate (A55220)

	Headcount		Grads		FTE			
	FRS	Annual Undup.	No.	%	Fall	Spring	Summer	Total
2021-22	0	2	0	0	0.00	0.34	0.63	0.97
2020-21	0	1	0	0	0.97	0.13	0.09	1.19
2019-20	0	7	4	67	0.76	0.73	0.09	1.58
2018-19	6	27	5	12	9.27	4.11	0.75	14.13
2017-18	42	78	7	9	20.28	14.95	5.84	41.07

4. Diploma (D55220)

	Headcount		Grads		FTE			
	FRS	Annual Undup.	No.	%	Fall	Spring	Summer	Total
2021-22	38	44	12	32	8.41	6.91	1.34	16.66
2020-21	15	16	8	53	0.78	0.59	1.22	2.59
2019-20	7	10	4	57	1.92	1.30	0.19	3.41
2018-19	15	19	3	20	3.58	2.56	1.01	7.15
2017-18	21	23	6	29	1.36	1.99	1.97	5.32

Note: The diploma program includes day and evening students, therefore, the graduation rate may vary.
Note: Graduates not registered are not counted in the calculation for graduation rate.

5. Early Childhood Education Certificate (C55220)

	Headcount		Grads		FTE			
	FRS	Annual Undup.	No.	%	Fall	Spring	Summer	Total
2021-22	18	21	14	78	0.81	0.41	0.43	1.65
2020-21	16	17	12	75	1.03	0.81	0.25	2.09
2019-20	12	12	10	83	0.13	0.38	0.09	0.60
2018-19	12	12	12	100	0.31	0.00	0.00	0.31
2017-18	12	17	15	100+	0.09	0.13	0.13	0.35

6. Early Childhood Administration Certificate (C55220A)

	Headcount		Grads	
	FRS	Annual Undup.	No.	%
2021-22	11	11	10	91
2020-21	11	12	9	82
2019-20	5	5	3	60
2018-19	1	1	1	100
2017-18	0	1	1	100

7. Infant/Toddler Care Certificate (C55290)

	Headcount		Grads	
	FRS	Annual Undup.	No.	%
2021-22	N/A	N/A	N/A	N/A
2020-21	N/A	N/A	N/A	N/A
2019-20	N/A	N/A	N/A	N/A
2018-19	2	2	2	100
2017-18	2	6	6	100+

C. Unduplicated Program Graduates 2021-22:

	Graduates	Associate Degree-Career	Associate Degree-Transfer	Diploma	Early Childhood Cert.	Early Childhood Admin. Cert.
Associate Degree-Career	6	N/A	0	3	0	5
Associate Degree-Transfer	3	0	N/A	2	0	0
Diploma	12	3	2	N/A	5	5
Early Childhood Cert.	14	0	0	5	N/A	1
Early Childhood Admin. Cert.	10	5	0	5	1	N/A

Note: The table shows students who graduated with one or more credential.

D. Job Placement Follow-Up Results:

1. Associate (A55220C)

	Re-sponses	Related Employ.	Unrelated Employ.	Un-employ.	More Educ.	Un-known	1-yr Follow-up Related Emp.
2021-22	4	2 (50%)	0	2	0	0	
2020-21	1	1 (100%)	0	0	0	0	Unch (100%)

2. Associate (A55220T)

	Re-sponses	Related Employ.	Unrelated Employ.	Un-employ.	More Educ.	Un-known	1-yr Follow-up Related Emp.
2021-22	1	1 (100%)	0	0	1	0	
2020-21	1	1 (100%)	0	0	0	0	Unch (100%)
2019-20	1	1 (100%)	0	0	0	0	Unch (100%)

2021-22 – One graduate enrolled in additional education is also in related employment.

3. Associate (A55220)

	Re-sponses	Related Employ.	Unrelated Employ.	Un-employ.	More Educ.	Un-known	1-yr Follow-up Related Emp.
2021-22	N/A	N/A	N/A	N/A	N/A	N/A	
2020-21	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019-20	3	3 (100%)	0	0	1	0	Unch (100%)
2018-19	5	4 (80%)	0	1	3	0	Unch (80%)
2017-18	6	4 (67%)	0	2	4	0	Unch (67%)

2019-20 – One graduate enrolled in additional education is also in related employment.
2018-19 – Three graduates enrolled in additional education are also in related employment.
2017-18 – Four graduates enrolled in additional education are also in related employment.
Note: Employment status percents are calculated using number of responses.

4. Diploma (D55220)

	Re-sponses	Related Employ.	Unrelated Employ.	Un-employ.	More Educ.	Un-known	1-yr Follow-up Related Emp.
2021-22	3	2 (67%)	0	1	0	0	
2020-21	5	3 (60%)	1	1	3	0	Unch (60%)
2019-20	3	2 (67%)	0	1	2	0	Unch (67%)
2018-19	2	2 (100%)	0	0	1	0	Unch (100%)
2017-18	5	4 (80%)	0	1	5	0	Unch (80%)

2019-20 – Two graduates enrolled in additional education are also in related employment.
2018-19 – One graduate enrolled in additional education is also in related employment.
2017-18 – Four graduates enrolled in additional education are also in related employment.

5. Early Childhood Education Certificate (C55220)

	Re-sponses	Related Employ.	Unrelated Employ.	Un-employ.	More Educ.	Un-known	1-yr Follow-up Related Emp.
2021-22	0	0	0	0	0	0	
2020-21	6	4 (67%)	2	0	4	0	Unch (67%)
2019-20	9	3 (33%)	1	5	7	0	Unch (33%)
2018-19	5	5 (100%)	0	0	1	0	Unch (100%)
2017-18	7	5 (71%)	1	1	6	0	Unch (71%)

2020-21 – Two graduates enrolled in additional education are also in related employment.
2019-20 – Two graduates enrolled in additional education are also in related employment.
2018-19 – One graduate enrolled in additional education is also in related employment.
2017-18 – Five graduates enrolled in additional education are also in related employment.

6.   Early Childhood Administration Certificate (C55220A)

	Re-sponses	Related Employ.	Unrelated Employ.	Un-employ.	More Educ.	Un-known	1-yr Follow-up Related Emp.
2021-22	3	2 (67%)	0	1	0	0	
2020-21	2	2 (100%)	0	0	0	0	Unch (100%)
2019-20	3	2 (67%)	0	1	1	0	Unch (67%)
2018-19	1	1 (100%)	0	0	0	0	Unch (100%)
2017-18	1	1 (100%)	0	0	1	0	Unch (100%)

2019-20 – One graduate enrolled in additional education is also in related employment.
2017-18 – One graduate enrolled in additional education is also in related employment.

6.   Infant/Toddler Care Certificate (C55290)

	Re-sponses	Related Employ.	Unrelated Employ.	Un-employ.	More Educ.	Un-known	1-yr Follow-up Related Emp.
2021-22	N/A	N/A	N/A	N/A	N/A	N/A	
2020-21	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019-20	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2018-19	1	0 (0%)	0	1	1	0	Unch (0%)
2017-18	6	4 (67%)	0	1	5	0	1 (83%)

2017-18 – Four graduates enrolled in additional education are also in related employment.

E.   Student Opinion Survey Results:

Excellent	Above Avg.	Average	Below Avg.	Poor
5 - - - - - -	- - - - 4 - - - -	- - - 3 - - -	- - - 2 - - -	- - - 1

	Graduates (6 of 28)	Withdrawals (0 of 37)
Quality of Instruction in Program Area	5.00	N/A
Quality of Instruction in Other Courses	5.00	N/A
Overall Quality of Academic Program	5.00	N/A
Teaching Facilities	5.00	N/A
Equipment	4.67	N/A

F.   Employer Survey Results (1 of 4): Evaluation of Students in Related Field Only
Employer Response to Survey Questions

1.   Performance of vocational or technical skills   5.00
2.   Effective communication in speaking, writing, reading and listening   5.00
3.   Demonstrates the needed math skills   5.00
4.   Uses information to analyze problems and make logical decisions   5.00
5.   Demonstrates good work habits   5.00
6.   If the need arises, would you hire a Coastal graduate in the future?   100% Yes
7.   Overall rate of satisfaction with Coastal graduate employee   5.00

V.   Quality Review Summary
A.   Strengths:

The program is located in the Math and Science Technology Building and has a lab that serves as a model early childhood classroom as well as a classroom for adult learners. The lab is equipped with computer technology that includes an Elmo projector and a ceiling-mounted projector for computer enhanced instruction. In addition, the lab has early childhood consumable materials that facilitate hands-on learning activities for the students in all courses.

The Early Childhood Education Department continued to meet students' interest during COVID-19 largely with online courses. Practicum courses, EDU 184 Early Childhood Intro Pract and EDU 284 Early Childhood Capstone Prac, had partial online formats and continued to have placement in the field in

order to meet Diploma and Associate in Applied Science requirements. Coastal continued to have positive relationships with placement sites utilized for practicum courses.
Increased instructor support and the use of Collaborate sessions and the Retention Center by all full-time and adjunct instructors continued to be successful. Instruction and assessments continued to engage students in meaningful learning that can be applied immediately to early childhood settings. Planned rotation of courses continues to meet the needs of child care workers who seek higher education.

Learning opportunities continued to align with key elements of the NAEYC standards and course learning outcomes. The program continued to use student performance data from key assessments related to the NAEYC standards to guide teaching and learning.

B. Weaknesses: Enrollment continues to be of concern. Also, due to COVID, students are not receiving opportunities to combine learning theories with practice and observation in early childhood settings for courses EDU 119, EDU 131, EDU 144, EDU 145, EDU 146, EDU 153, and EDU 234.

C. Progress and Response to Objectives Set and Printed in 2020-21 DTA

1. In the absence of NAEYC accreditation, continue to maintain quality by using student performance data from key assessments related to NAEYC standards to guide teaching and learning. **CONTINUE AS REVISED**
2. Utilize NAEYC resources to enhance the Early Childhood Education Department during 5-year voluntary self-study accreditation process, beginning March 2022. **COMPLETE AND ONGOING**
3. To illuminate students' pathways, annually identify students' career goals, giving guidance that best meets their needs regarding early childhood certificates, diploma, and degree options. **COMPLETE AND ONGOING**
4. Investigate additional retention strategies. **CONTINUE AS REVISED**

D. Summary of Improvements and/or Budget Decisions Based On Analysis

1. Data collected in 2021 prior to expiration of NAEYC accreditation had favorable results guiding teaching and learning.
2. NAEYC resources are being used in key assessments as well as other courses (e.g., graphs and tables for student completion.)
3. To guide students in their present and future degree options, the Department Head holds regular advising sessions for students who have earned fewer than 35 semester hours and sessions for students with over 35 semester hours. Recorded sessions are also available for review in addition to email and phone communication.
4. To enhance students' retention and awareness of their progress, ECE instructors use campus resources such as Blackboard's Retention Center, Student Success Coaches, LRC, computer skills laboratories, Academic Studies Center, and the College Career Center, as well as regular personal feedback and communication.

E. Program Objectives/Action for the Next 1 to 2 Years

1. Continue using NAEYC Key Assessments in EDU 119, EDU 145, EDU 131, EDU 151, EDU 259, and EDU 284 to verify and guide quality of teaching and learning.
2. Create an improvement plan to investigate additional retention strategies.
3. Enable students to combine learning theories with practice and observation in early childhood settings by reinstating field experiences for courses EDU 119, EDU 131, EDU 144, EDU 145, EDU 146, EDU 153, and EDU 234.
4. Investigate the potential for HyFlex delivery in Early Childhood Education courses.
5. To illuminate pathways, incorporate greater synchronous communication strategies with students to better ensure their successful completion of the course and progress toward their academic goals.
6. Collaborate with Academic and Counseling services to participate in pre-enrollment activities to improve outcomes.

F. Program/Student Learning Outcomes at Program Completion
1. Graduates of the Early Childhood Education program will be employed in the field.

67%
    a. 50% of the graduates responding to the Graduate/Completer Survey will report employment in the field or pursuing further education.

91%
    b. 75% of the previous year graduates of the program responding to the Alumni Survey distributed one year after graduation will report employment in the field or pursuing further education.

2. Employers of the Early Childhood Education program graduates will rate the technical and academic skills of the employees as above average.

1. 5.00
2. 5.00
3. 5.00

a. The Employer Survey conducted each year will rate the graduates as above average on the three course area performance (competency) survey questions. "Above average" is higher than a 3.0 on a 5-point scale; however, if any of the three survey questions has an individual rating below 3.0, that individual course area performance will be reviewed further.

100%

b. 80% of the respondents to an Employer Survey conducted each year will respond that they would employ future graduates of the Early Childhood Education program.

3. Graduates of the Early Childhood Education program will be technically proficient in preparing the environment and activities of an early childhood classroom.

100%

a. Students will be rated once by supervisors at the practicum sites during the EDU 284 Early Childhood Capstone Prac course. 85% of the students will achieve a rating of above average or higher on the assessment instrument.

100%

b. 85% of the students will achieve a rating of above average or higher as indicated by the final grade for EDU 284 Early Childhood Capstone Prac.

100%

c. Students will be rated by supervisors at the practicum sites once during the EDU 184 Early Childhood Intro Pract course. 85% of the students will achieve an overall rating of average or above on the assessment instrument.

89%

d. 85% of the students will achieve a rating of average or above as indicated by the final grade for EDU 184 Early Childhood Intro Pract.

Student Outcomes/Competency Evaluation:

The associate student outcomes/student competency is measured in a capstone course, EDU 284 Early Childhood Capstone Prac, which includes onsite experiences during the final semester of the associate program. In this class, a comprehensive experience has been designed to assess the technical proficiency of the student based on competencies demonstrated through onsite experiences. Comprehensive activities include planning and teaching NAEYC standard-aligned, developmentally-appropriate curriculum to children with diverse abilities; compiling a professional portfolio; observing, assessing, and documenting children's development using a variety of assessment tools; upholding ethical standards and professional guidelines; and collaborating with peers, College faculty, children's families, and site personnel to build effective partnerships.

The diploma student outcomes/student competency is measured in a capstone course, EDU 184 Early Childhood Intro Pract, which is an onsite experience during the second semester of the program. In this class, a comprehensive experience has been designed to assess the technical proficiency of the student based on competencies demonstrated through onsite experiences. Comprehensive activities include observations in early childhood programs that use appropriate practices; planning and teaching curriculum-related activities; keeping an electronic journal with experiences and reflections; and communicating with peers, site personnel, and College faculty.

The practicum work experience evaluates knowledge, hands-on performance, and critical thinking skills. The method of evaluation utilizes external evaluation by the field experience supervisor, as well as internal evaluation by the Early Childhood Education program faculty. With COVID-19 accommodations, evaluative outcomes remain the same with adjustments to placement sites, increased use of virtual learning, collaborative sessions, and with access to hands-on supplies and materials while enrolled in capstone courses.

Associate Capstone Course
EDU 284 Early Childhood Capstone Prac

Grade Distribution				Graduates	
Grade	**# of Students**	**%**		**# of Students**	**Term**
A	7	87.5%		8 (Associate)	2022SP
B+	1	12.5%		7 (Diploma)	2022SP
	8				
Retention Rate:		100%			

131

Diploma Capstone Course
EDU 184 Early Childhood Intro Pract

Grade Distribution		
Grade	**# of Students**	**%**
A	6	66.7%
A-	1	11.1%
C-	1	11.1%
W	1	11.1%
	9	
Retention Rate:		89%

ELECTRICAL SYSTEMS TECHNOLOGY (D35130)

Residential Electrical Systems Certificate (C35130), Commercial Electrical Systems Certificate (C35130A), Industrial Electrical Systems Technology Certificate (C35130B)

I. Description

The Electrical Systems Technology curriculum is designed to provide training for persons interested in the installation and maintenance of electrical systems found in residential, commercial, and industrial facilities. Coursework, most of which is hands-on, will include such topics as AC/DC theory, basic wiring practices, programmable logic controllers, industrial motor controls, applications of the National Electric Code, and other subjects as local needs require.

Graduates should qualify for a variety of jobs in the electrical field as an on-the-job trainee or apprentice assisting in the layout, installation, and maintenance of electrical systems.

II. Analysis of Desktop Audit Summary Data

A. Enrollment: The diploma (D35130) annual unduplicated headcount for 2021-22 was 17, a 6% increase from the previous year. The freshman headcount was 17, a 6% increase from the previous year.

The Residential Electrical Systems Certificate (C35130) annual unduplicated headcount for 2021-22 was 13, a 7% decrease from the previous year. The freshman headcount was 13, a 7% decrease from the previous year.

The Commercial Electrical Systems Certificate (C35130A) annual unduplicated headcount for 2021-22 was 12, an 8% decrease from the previous year. The freshman headcount was 12, an 8% decrease from the previous year.

The Industrial Electrical Systems Technology Certificate (C35130B) annual unduplicated headcount for 2021-22 was 12, an 8% decrease from the previous year. The freshman headcount was 12, an 8% decrease from the previous year.

B. Graduation Rate: The diploma (D35130) graduation rate was 59%, 10 graduates; the Residential Electrical Systems Certificate (C35130) graduation rate was 100%, 13 graduates; the Commercial Electrical Systems Certificate (C35130A) graduation rate was 100%, 12 graduates; and the Industrial Electrical Systems Technology Certificate (C35130B) graduation rate was 100%, 12 graduates. The graduate unduplicated headcount was 13.

Goal Accomplishment of Graduates: The program is fulfilling its purpose because:

1. Of the 13 graduating students, 11 responded to the graduate survey. All graduates stated that their goal was to obtain a diploma/certificate.

2. Upon graduating, 82% (9 graduates) of those responding to the survey said that they had fully accomplished their goal, and 9% (1 graduate) partially accomplished his goal.

C. Goal Accomplishment of Students Who Did Not Intend to Complete Program *(primary goal-Job enhancement in current employment or for a new field of employment, personal interest, or transfer)***:** N/A

D. Early Leavers in 2021-22:

1. **Withdrawals from the College:** Of the 7 students withdrawing from the College (41% withdrawal rate), one responded to the Leaver survey.

Goal Accomplishment of Withdrawals: One withdrawal responding to the Leaver survey said he fully accomplished his goal.

2. **Changed Academic Program:** No students changed their program prior to completion.

E. **Successful Placement:** The related employment and/or enrolled in additional education rate of the graduates responding to the survey or through Department Head feedback is 64%, 7 in related field and 1 enrolled in additional education. One graduate enrolled in additional education is also in related employment and not calculated in the placement rate. The one-year follow-up (Alumni Survey-Job Link) of 2020-21 graduates showed two more graduates in related employment or enrolled in additional education for a placement rate of 77%.

F. **Employer Survey Results** (*7 surveys, 5 responses*)**:** The graduates working in this field were rated above average by the employers. Overall rate of satisfaction of employers with graduate employees was above average. 100% said they would hire future Coastal graduates.

G. **Certification/Licensure:** This program allows partial accomplishment towards applicant requirements for obtaining NC Limited Electrical Licensure. The NC State Board of Electrical Examiners of Electrical Contractors requires that applicants demonstrate a total of two years (4,000 hours) of experience, of which at least one year (2,000 hours) of primary experience and the balance of primary, secondary, or both for limited and special restricted Single Family Detached Residential Dwelling Licensure consideration.

H. **Advisory Committee:** Due to scheduling conflicts, the Advisory Committee did not meet in 2021-22.

I. **Student Opinion Survey** (5-point scale)**:** The opinion survey reveals that:
Withdrawal rated Quality of Instruction in Program Areas, Quality of Instruction in Other Courses, Overall Quality of Academic Program, Teaching Facilities, and Equipment excellent.
Graduates rated Quality of Instruction in Program Areas, Quality of Instruction in Other Courses, Overall Quality of Academic Program, Teaching Facilities, and Equipment excellent.

III. Program Status & Plans: Next 1 to 2 Years (Faculty/Dept. Head/Division Chair Section)

A. **Staffing:** Staffing is adequate with 1 full-time SACSCOC instructor.

B. **Facilities/Equipment:** The old two-story wiring lab has been replaced with a single story, eight room structure. The entire lab has now been remodeled and is adequate for present enrollment. While the lab area is now better organized, it still only has wiring labs constructed in typical residential wood frame construction. It would enhance the students' training to have separate lab facilities for residential and commercial/industrial wiring. The typical commercial building is constructed with metal studs and bar joists. With the limited current space, we are unable to provide wiring labs constructed using this type of construction. The lack of a separate commercial/industrial wiring lab area does not allow instruction to the students for working in this type of construction. In addition to the typical training in commercial and industrial wiring methods, this type of lab would provide the students with the opportunity to learn and be exposed to wiring methods for the installation of transformers, 480/277-volt electrical systems, and wiring methods for hazardous locations. Students from the last two classes have, for the most part, received employment with electrical contractors who work a majority, if not completely, in commercial and industrial electrical construction. Feedback from job interviews is that the contractors place a premium on the amount of training the students receive in bending and threading of conduit. Along with expanding the lab area, we can provide the students with the opportunity to receive specialized instruction in the installation of conduit through the NC3 Certification program. This will provide the students with documentation of the training they have received through a recognized certification program.

C. **Employment Demand:**

Nationally, the need for electricians is expected to grow 9% through 2030. In North Carolina, this occupation is expected to grow 13% through 2028. There are 2,420 annual vacancies expected for this occupation in North Carolina.

Average Salary	Minimum Annual/Hour	Median Annual/Hour	High Annual/Hour
National	$37,020/$17.80	$60,040/$28.87	$99,800/$47.98
State	$31,550/$15.17	$47,310/$22.75	$61,550/$29.59
Local	$33,160/$15.94	$45,140/$21.70	$61,260/$29.45

http://www.onetonline.org

D. Trends: Percentage of enrollment of recent high school graduates (within past two years) is 63%; this has increased slightly from last year. This is due to the dedicated work and emphasis placed on the Electrical Systems Technology program by Coastal's counselors.

IV. Data Page

A. Operating Budget:

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2021-22	0	0	25,751	25,462	0	0
2020-21	0	0	67,749	62,448	0	0
2019-20	163,993	163,992	17,580	17,393	0	0
2018-19	0	0	13,847	13,737	600	0
2017-18	0	0	16,154	16,614	373	363

2019-20 – Eight AC/DC Electricity Training systems were purchased to fulfill the need for hands-on basic electrical theory training in the ELC 112 DC/AC Electricity class.

Graduation Rate/Successful Placement Scale (Internal Benchmark)
Unsatisfactory   Satisfactory
0-49%.................................50-100%

B. Enrollment:

1. Diploma (D35130)

	Headcount		Grads		FTE			
	Fall FRS	Annual Undup.	No.	%	Fall	Spring	Summer	Total
2021-22	17	17	10	59	13.91	9.47	6.38	29.76
2020-21	16	16	12	75	13.69	10.19	6.91	30.79
2019-20	13	14	13	100	9.59	8.41	5.31	23.31
2018-19	11	11	5	45	9.09	8.69	5.31	23.09
2017-18	16	16	12	75	10.25	11.84	5.31	27.40

2. Residential Electrical Systems Certificate (C35130)

	Headcount		Grads	
	Fall FRS	Annual Undup.	No.	%
2021-22	13	13	13	100
2020-21	14	14	14	100
2019-20	12	12	12	100
2018-19	10	10	10	100
2017-18	12	12	12	100

3. Commercial Electrical Systems Certificate (C35130A)

	Headcount		Grads	
	Fall FRS	Annual Undup.	No.	%
2021-22	12	12	12	100
2020-21	13	13	13	100
2019-20	10	10	10	100
2018-19	9	9	9	100
2017-18	12	12	12	100

4. Industrial Electrical Systems Certificate (C35130B)

	Headcount		Grads	
	Fall FRS	Annual Undup.	No.	%
2021-22	12	12	12	100
2020-21	13	13	13	100
2019-20	10	10	10	100
2018-19	9	9	9	100
2017-18	10	10	10	100

C. Unduplicated Program Graduates 2021-22:

	Grads	Diploma	Residential Certificate	Commercial Certificate	Industrial Certificate
Diploma	10	N/A	10	10	10
Residential Certificate	13	10	N/A	12	12
Commercial Certificate	12	10	12	N/A	12
Industrial Certificate	12	10	12	12	N/A

Note: The table shows students who graduated with one or more credential.
Ten students graduated with the diploma, C35130, C35130A, and C35130B.

D. Job Placement Follow-Up Results:

	Re-sponses	Related Employ.	Unrelated Employ.	Un-employ.	More Educ.	Un-known	1-yr Follow-up Related Emp.
2021-22	11	7 (64%)	3	1	1	0	
2020-21	13	9 (69%)	1	3	3	0	2 (85%)
2019-20	13	9 (69%)	0	4	6	0	1 (77%)
2018-19	9	5 (56%)	2	2	4	0	Unch (56%)
2017-18	12	4 (33%)	5	3	4	0	3 (58%)

2021-22 – One student enrolled in additional education is also in related employment.
2020-21 – Two students enrolled in additional education are also in related employment.
2019-20 – Four students enrolled in additional education are also in related employment.
Note: Employment status percents are calculated by using number of responses.

E. Student Opinion Survey Results:

Excellent	Above Avg.	Average	Below Avg.	Poor
5 - - - - - -	- - - - 4 - - - -	- - - 3 - - -	- - - 2 - - -	- - - 1

	Graduates (11 of 13)	Withdrawals (1 of 7)
Quality of Instruction in Program Areas	5.00	5.00
Quality of Instruction in Other Courses	4.82	5.00
Overall Quality of Academic Program	5.00	5.00
Teaching Facilities	5.00	5.00
Equipment	5.00	5.00

F. **Employer Survey Results (5 of 7): Evaluation of Students in Related Field Only**
Employer Response to Survey Questions

1.	Performance of vocational or technical skills	4.20
2.	Effective communication in speaking, writing, reading and listening	4.00
3.	Demonstrates the needed math skills	3.60
4.	Uses information to analyze problems and make logical decisions	3.60
5.	Demonstrates good work habits	3.60
6.	If the need arises, would you hire a Coastal graduate in the future?	100% Yes
7.	Overall rate of satisfaction with Coastal graduate employee	4.40

V.   Quality Review Summary

A. **Strengths:** Demand for skilled electrical technicians, helpers, and apprentices continues to strengthen with state-wide construction growth. The new Eastern North Carolina Regional Skills Center, serving Onslow, Jones, and Duplin County high schools, opened in 2019 with plans to include basic electrical training at the facility in the future.

The introduction of modern motor control training in programmable logic controllers and motor drives will enhance student development in highly desirable, non-traditional areas of the electrical field in Eastern NC. These areas of study will make Electrical Systems Technology graduates extremely qualified and desirable for positions in areas that include: industrial electrical control circuit installation, diagnostics and troubleshooting, solar system installation/maintenance, generator installation, and electrical contractors servicing federal, state, and local energy conservation programs.

Practical application activities (outside of the laboratory) are incorporated into the curriculum to enhance student instruction. Several students have received hands-on field experience by working with local electrical contractors, installing electrical wiring in residential and commercial buildings after school and on weekends, reinforcing applications presented in the classroom and applied in the lab. This training builds student confidence and experience when applying for employment upon program completion. Students have been tasked with the repair of power tools for the Welding Department and Continuing Education Division, giving them an opportunity to apply troubleshooting skills that have been learned in class.

Department Head/Instructor maintained Limited NC Electrical license and a Level III Electrical Inspection certification.

B. **Weaknesses:** The instructional lab only has cubicles constructed in typical residential wood frame construction. It would enhance the students' training to also have facilities for commercial/industrial wiring. The typical commercial building is constructed with metal studs and bar joists. This type of lab would also provide students with the opportunity to learn and experience wiring methods for the installation of transformers, 480/277-volt electrical systems, and wiring methods for hazardous locations. With the limited current space, we are unable to provide this type of instruction.

Two high schools in Onslow County currently offer an electrical trades program and the Eastern North Carolina Regional Skills Center has not begun its electrical trades program. This has the potential to adversely affect the number of high school applicants interested in post-secondary training.

C. **Progress and Response to Objectives Set and Printed in the 2020-21 DTA**
1. Incorporate a presentation from the Career Center representative into a capstone course. **COMPLETE AND ONGOING**
2. Construct training aids for the ELC 113 Residential Wiring class in the use and installation of Green Energy technology such as solar and wind generation of electricity. Recommended by the Advisory Committee. **CONTINUE**
3. Construct a Residential interactive solar system display. **DELETED**
4. Construct an industrial door opener display for use as a lab exercise in the PLC and Advanced Motor Control classes. **COMPLETE**
5. Construct an industrial process mixing tank display for use as a lab exercise in the PLC and Advanced Motor Control classes. **COMPLETE**
6. Investigate if there is a need to change the program to an AAS degree program. **DELETED**
7. Design a layout for a commercial and industrial wiring lab area. **COMPLETE AND ONGOING**

8. Begin training in the NC3 certification program to provide the students with NC3 certifications in Fundamentals of Electricity AC/DC and several certifications in the installation of electrical conduit. **CONTINUE**

D. Summary of Improvements and/or Budget Decisions Based On Analysis
1. A Greenlee electric conduit bender was purchased. Recent graduates of the program stated they it would benefit future graduates to have experience on this type of machinery.
2. Completed the Commercial door and Industrial process displays. These provide a better "real world" application of the motor control training the students receive.
3. Instructor offers tutoring each morning for ELC 118 National Electrical Code and ELC 119 NEC Calculations, the two most difficult courses in the program.

E. Objectives/Action for the Next 1 to 2 Years
1. Construct training aids for the ELC 113 Residential Wiring class in the use and installation of Green Energy technology such as solar and wind generation of electricity, as recommended by the Advisory Committee.
2. Begin training in the NC3 certification program to provide the students with NC3 certifications in Fundamentals of Electricity AC/DC and several certifications in the installation of electrical conduit.
3. Construct a working display for a Variable Frequency Drive system to be used during open house events to demonstrate the abilities of a VFD and the related NC Energy Code requirements.
4. Enhance the existing residential generator/transfer switch by making it into a functional display. A working display will have the ability to demonstrate the functions of the transfer switch during a power failure.
5. Develop and incorporate a cable pulling lab into the program. This lab would be completed by the students during the Commercial or Industrial Wiring Semesters. This was recommended by past students of the program.
6. Update the Residential electrical panels to the Plug-on Neutral panel type.
7. Research the process of obtaining National Center for Construction Education & Research (NCCER) Accreditation for the Electrical program. This will allow the students to graduate from the program with certifications that will enhance their ability to obtain employment. The larger electrical contractors require their new hires to be placed into an Apprentice program. These certifications will allow them to be hired in at a higher wage and to graduate from the Apprentice program sooner.
8. Department Head will implement steps to help students identify their employment pathway, including any specialized areas, and will then assist the students in their evaluation of progress towards goal completion.

F. Program/Student Learning Outcomes at Program Completion
1. Graduates of the Electrical Systems Technology program will be technically proficient in the layout, installation, and maintenance of electrical/electronic systems found in residential, commercial, and industrial facilities.

92% a. Upon completion of the program, 90% of the students will have demonstrated proficiency in essential skills within the electrical field: 1) Plan, layout, and install wiring systems in residential and industrial facilities; and 2) Use appropriate sections of National Electric Code to size wire, conduit, and overcurrent devices for branch circuits, feeders, and service. These competencies will be specifically measured in ELC 115 Industrial Wiring and ELC 119 NEC Calculations.

2. 60% of the graduates of the Electrical Systems Technology program responding to the Graduate/Completer Survey will report employment in the field or pursuing further education.

64% a. 60% of the graduates of the Electrical Systems Technology program responding to the Graduate/Completer Survey will report employment in the field or pursuing further education.

77% b. 60% of the previous year graduates of the Electrical Systems Technology program responding to the Alumni Survey distributed one year after graduation will report employment in the field or pursuing further education.

3. Employers of the Electrical Systems Technology program graduates will rate the technical and academic skills of the employees as average or above.

1. 4.20
2. 4.00
3. 3.60

 a. The Employer Survey conducted each year will rate the graduates as above average on the three course area performance (competency) survey questions. "Above average" is higher than a 3.0 on a 5-point scale; however, if any of the three survey questions has an individual rating below 3.0, that individual course area performance will be reviewed further.

100%

 b. 80% of the respondents to an Employer Survey conducted each year will respond that they would employ future graduates of the Electrical Systems Technology program.

Student Outcomes/Competency Evaluation:

The student outcomes/student competency is measured in the capstone courses ELC 115 Industrial Wiring and ELC 119 NEC Calculations during the last semester of the diploma program. In each class, a comprehensive experience has been designated to assess the technical proficiency of the student based on competencies as opposed to a single grade. Comprehensive experiences include lab activities of layout and design of residential and industrial systems using appropriate NEC to select wire and/or conduit for circuits, feeders, and service. The layout and design assignments evaluate knowledge, hands-on performance, and critical thinking skills using appropriate code and industry standards.

The method of evaluation utilizes internal evaluation by the program faculty.

Capstone Courses
ELC 115 Industrial Wiring

Grade Distribution				Graduates	
Grade	# of Students	%		# of Students	Term
A	1	8.3%		10	2022SU
A-	2	16.7%			
B+	3	25.0%			
B	5	41.7%			
C+	1	8.3%			
	12				
Retention Rate:		100%			

ELC 119 NEC Calculations

Grade Distribution				Graduates	
Grade	# of Students	%		# of Students	Term
A	1	8.3%		10	2022SP
B+	1	8.3%			
B-	1	8.3%			
C+	3	25.0%			
C	3	25.0%			
C-	2	16.7%			
D	1	8.3%			
	12				
Retention Rate:		100%			

ELECTRONICS ENGINEERING TECHNOLOGY (A40200)

Electronics Engineering Diploma (D40200), Basic Electronics Certificate (C40200), Advanced Electronics Applications Certificate (C40200A), Computer Technology Certificate (C40200C)

I. Description

The Electronics Engineering Technology program prepares students to apply basic engineering principles and technical skills to become technicians who design, build, install, test, troubleshoot, repair, and modify developmental and production electronic components, equipment, and systems such as industrial/computer controls, manufacturing systems, communication systems, and power electronic systems. The program of study includes instruction in mathematics, basic electricity, solid-state fundamentals, digital concepts, and microprocessors or programmable logic controllers.

Graduates should qualify for employment as electronics engineering technician, field service technician, instrumentation technician, maintenance technician, electronic tester, electronic systems integrator, bench technician, and production control technician.

II. Analysis of Desktop Audit Summary Data

A. Enrollment: The associate (A40200) annual unduplicated headcount for 2021-22 was 34, a 55% increase from the previous year. The Fall freshmen headcount was 18, no change from the previous year.

The diploma (D40200) annual unduplicated headcount for 2021-22 was 14, an 8% increase from the previous year. The Fall freshmen headcount was 14, an 8% increase from the previous year.

The Basic Electronics Certificate (C40200) annual unduplicated headcount for 2021-22 was 14, a 13% decrease from the previous year. The Fall freshmen headcount was 14, a 13% decrease from the previous year.

The Advanced Electronics Applications Certificate (C40200A) annual unduplicated headcount for 2021-22 was 13, a 19% decrease from the previous year. The Fall freshmen headcount was 13, a 19% decrease from the previous year.

The Computer Technology Certificate (C40200C) annual unduplicated headcount for 2021-22 was 14, a 100+% increase from the previous year. The Fall freshmen headcount was 14, a 100+% increase from the previous year.

B. Graduation Rate: The associate (A40200) graduation rate was 67%, 12 graduates. The diploma (D40200) graduation rate was 100%, 14 graduates. The Basic Electronics Certificate (C40200) graduation rate was 100%, 14 graduates. The Advanced Electronics Applications Certificate (C40200A) graduation rate was 100%, 13 graduates. The Computer Technology Certificate (C40200C) graduation rate was 100%, 14 graduates. The graduate unduplicated headcount was 28.

Goal Accomplishment of Graduates: The program is fulfilling its purpose because:

1. Of the 28 graduating students, ten responded to the graduate survey. Seven graduates stated that their goal was to obtain a degree/diploma/certificate.

2. Upon graduating, 60% (six graduates) of those responding to the survey said that they had fully accomplished their goal, 10% (one graduate) said that he had partially accomplished his goal.

C. Goal Accomplishment of Students Who Did Not Intend to Complete Program *(primary goal-Job enhancement in current employment or for a new field of employment, personal interest, or transfer)***:** N/A

D. Early Leavers in 2021-22:

1. **Withdrawals from the College:** Of the six associate students withdrawing from the College (18% withdrawal rate), none responded to the Leaver survey.

Goal Accomplishment of Withdrawals: Withdrawals did not respond to the Leaver survey.

2. **Changed Academic Program:** No students changed their program prior to completion.

E. Successful Placement: The related employment and/or enrolled in additional education rate of the graduates responding to the survey is 70%, one in related employment and six enrolled in additional education. The one-year follow-up (Alumni Survey-Job Link) of 2020-21 graduates showed one more graduate in related employment or enrolled in additional education for a placement rate of 100%.

F. **Employer Survey Results** (*1 survey, 0 responses*)**:** The employer did not respond to the Employer survey.

G. **Certification/Licensure:** Associate Certified Electronics Technician (CETa), A+ Certification.

H. **Advisory Committee:** The advisory committee did not meet this year.

I. **Student Opinion Survey** (5-point scale)**:** The opinion survey reveals that:
Withdrawals did not rate services.
Graduates rated Quality of Instruction in Program Areas, Quality of Instruction in Other Areas, Overall Quality of Academic Program, and Teaching Facilities excellent; Equipment above average.

III. Program Status & Plans: Next 1 to 2 Years (Faculty/Dept. Head/Division Chair Section)

A. **Staffing:** The Department is adequately staffed with one full-time SACSCOC-qualified instructor.

B. **Facilities/Equipment:**
A wide range of training modules and adequate supplies are assets of the program. A diverse curriculum includes specialized instruction in analog/digital electronics, microprocessors, computer engineering, communications, automation, and robotics, which provides the training necessary for today's competitive job market. The Department Head is continuously examining the curriculum to provide more pathways for students to continue their education or move directly into the field, making the program more flexible for the student of today.
Faculty continue to monitor any needed updates and replacements of equipment as it becomes necessary to meet the demands of the industry.
Perkins Grant funds were used to purchase and integrate new analog oscilloscopes for use in instruction. Students are utilizing these to develop needed skills in high frequency measurement.

C. **Employment Demand:**

Nationally, the need for electronics engineering technicians is expected to increase 2% through 2030. In North Carolina, this occupation is expected to grow 3% through 2028. There are 210 annual vacancies expected for this occupation in North Carolina.

Average Salary	Minimum Annual/Hour	Median Annual/Hour	High Annual/Hour
National	$39,840/$19.16	$63,640/$30.60	$99,210/$47.70
State	$38,690/$18.60	$61,730/$29.68	$98,070/$47.15
Local	N/A	N/A	N/A

http://www.onetonline.org

D. **Trends:** The demand for qualified engineering assistants and engineering technicians continues to increase by 6% annually. The majority of program graduates seek employment in areas such as maintenance technician, repair/troubleshooting technician, quality control or test technician, technical sales or technical writing, industrial technician, computer technician, PLC technician, and related electrical fields. The employment opportunities in this field are better for graduates of the Associate in Applied Science degree.

IV. Data Page

A. **Operating Budget:**

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2021-22	71,583	71,583	40,539	40,197	0	1,000
2020-21	89,880	89,880	157,486	157,109	0	0
2019-20	0	0	31,047	30,318	0	0
2018-19	0	0	15,146	15,127	483	0
2017-18	0	0	18,281	18,238	0	0

2021-22 – An Industry 4.0 industrial robot was purchased through Festo Didactic to meet program objectives in modern automation technology. Perkins Grant funds were utilized for Professional Development training to utilize the new equipment.
2020-21 – Additional equipment and supplies were purchased due to the increase of enrollment in the program and due to modernization of the technology.

Graduation Rate/Successful Placement Scale (Internal Benchmark)
Unsatisfactory   Satisfactory
0-49%......................................50-100%

B. Enrollment:

1. Associate (A40200)

	Headcount		Grads		FTE			
	Fall FRS	Annual Undup.	No.	%	Fall	Spring	Summer	Total
2021-22	18	34	12	67	19.34	22.09	7.81	49.24
2020-21	18	22	3	75	14.91	12.56	7.88	35.35
2019-20	4	7	1	17	4.13	3.22	1.69	9.04
2018-19	6	18	9	56	9.38	8.41	2.00	19.79
2017-18	16	21	3	50	11.35	13.81	6.75	31.91

2. Diploma (D40200)

	Headcount		Grads	
	Fall FRS	Annual Undup.	No.	%
2021-22	14	14	14	100
2020-21	13	13	11	85
2019-20	3	3	3	100
2018-19	3	3	3	100
2017-18	10	10	10	100

3. Basic Electronics Certificate (C40200)

	Headcount		Grads	
	Fall FRS	Annual Undup.	No.	%
2021-22	14	14	14	100
2020-21	16	16	16	100
2019-20	4	4	4	100
2018-19	4	4	4	100
2017-18	12	12	12	100

4. Advanced Electronics Applications Certificate (C40200A)

	Headcount		Grads	
	Fall FRS	Annual Undup.	No.	%
2021-22	13	13	13	100
2020-21	16	16	16	100
2019-20	4	4	4	100
2018-19	4	4	4	100
2017-18	12	12	12	100

5. Computer Technology Certificate (C40200C)

	Headcount		Grads	
	Fall FRS	Annual Undup.	No.	%
2021-22	14	14	14	100
2020-21	2	2	2	100
2019-20	3	3	3	100
2018-19	9	9	9	100
2017-18	3	3	3	100

C. Certification/Licensure Results:

	No. Tested	No. Passing	No. Failed	% Passing
2021-22	11	9	2	82
2020-21	3	3	0	100
2019-20	N/A	N/A	N/A	N/A
2018-19	11	10	1	91
2017-18	4	4	0	100

2019-20 – Students did not test due to COVID-19.

D. Unduplicated Program Graduates 2021-22:

	Grads	Associate	Diploma	Basic Cert.	Adv. Cert.	Comp. Tech. Cert.
Associate	12	N/A	2	0	0	11
Diploma	14	2	N/A	11	11	4
Basic Cert.	14	0	11	N/A	13	1
Adv. Cert.	13	0	11	13	N/A	1
Comp. Tech. Cert.	14	11	4	1	1	N/A

Note: The table shows students who graduated with one or more credentials.

E. Job Placement Follow-Up Results:

	Re sponses	Related Employ.	Unrelated Employ.	Un employ.	More Educ.	Un-known	1-yr Follow-up Related Emp.
2021-22	10	1 (10%)	4	3	6	2	
2020-21	3	1 (33%)	0	1	2	0	1 (67%)
2019-20	2	1 (50%)	0	1	0	0	Unch (50%)
2018-19	9	5 (56%)	0	4	4	0	Unch (56%)
2017-18	4	0 (0%)	1	3	1	0	Unch (0%)

2019-20 – One student in related employment is also enrolled in additional education.
2018-19 – One student in related employment is also enrolled in additional education.
Note: Employment percentages are calculated using number of responses.

F. Student Opinion Survey Results:

Excellent	Above Avg.	Average	Below Avg.	Poor
5 - - - - - - -	- - - - 4 - - - -	- - - 3 - - -	- - - 2 - - -	- - - 1

	Graduates (10 of 28)	Withdrawals (0 of 6)
Quality of Instruction in Program Areas	4.33	N/A
Quality of Instruction in Other Courses	4.17	N/A
Overall Quality of Academic Program	4.33	N/A
Teaching Facilities	4.33	N/A
Equipment	4.50	N/A

G. Employer Survey Results (0 of 1): Evaluation of Students in Related Field Only

Employer Response to Survey Questions

1. Performance of vocational or technical skills   N/A
2. Effective communication in speaking, writing, reading and listening   N/A
3. Demonstrates the needed math skills   N/A
4. Uses information to analyze problems and make logical decisions   N/A
5. Demonstrates good work habits   N/A
6. If the need arises, would you hire a Coastal graduate in the future?   N/A
7. Overall rate of satisfaction with Coastal graduate employee   N/A

V.   Quality Review Summary

A. Strengths: A wide range of training modules and adequate supplies are assets of the program. A diverse curriculum provides the training necessary for today's competitive job market. The program emphasizes practical application training throughout all courses, giving graduates an advantage in the workplace. The focus on critical thinking in design and repair, down to a component level, gives students an advantage in the job market.

The Perkins Grant funds used to purchase new training equipment is a strength of the program.

B. Weaknesses: With recent updates and the plan for continued program growth, the size of the lab is becoming inadequate to allow space for larger class sizes and larger training set-ups.

C. Progress and Response to Objectives Set and Printed in 2020-21 DTA
1.   Incorporate instrumentation and calibration training into curriculum. **CONTINUE**
2.   Incorporate industrial motors and controls into curriculum. **COMPLETE AND ONGOING**
3.   Investigate the movement of the program toward a mechatronics-based curriculum, including a name change. This will incorporate current electronics curriculum and training materials while adding a robotics and automation aspect to the curriculum. These changes will increase enrollment interest along with showing employers we are training a technician of the future. This will also help with program identity confusion between Electrical Systems Technology and Electronics Engineering Technology. **CONTINUE AS REVISED**
4.   Purchase and implement modern training equipment for ELN 232 Introduction to Microprocessors. **COMPLETE**

D. Summary of Improvements and/or Budget Decisions Based on Analysis
1.   A new mechatronic training system was purchased using Perkins Grant funds and integrated in Fall 2021 and Spring 2022.
2.   Power Control Circuit Board trainers were purchased and integrated in Summer 2022.
3.   Operational Amplifier Fundamentals Circuit Board trainers were purchased and integrated in Summer 2022.
4.   Precision Analog Oscilloscopes and Probes were purchased and integrated for use in all semesters.
5.   An Industry 4.0 industrial robot was purchased through Festo Didactic to meet program objectives in modern automation technology.
6.   Purchased and implemented embedded microprocessor systems for ELN 232 Introduction to Microprocessors.

E. Program Objectives/Action for the Next 1 to 2 Years
1.   Incorporate instrumentation and calibration training into curriculum.
2.   Investigate the movement of the program toward a mechatronics-based curriculum, including the addition of an electrical engineering program or a mechatronics engineering program. This will incorporate current electronics curriculum and training materials while adding a robotics and automation aspect to the curriculum. These changes will increase enrollment interest along with showing employers we are training a technician of the future. This will also help with program identity confusion between Electrical Systems Technology and Electronics Engineering Technology.
3.   Continue to orient the current program towards mechatronics and industrial robotics to meet emerging job markets.
4.   Purchase additional robotics and automation training equipment to support student learning outcomes.
5.   Seek out additional articulation agreements within the University of North Carolina System, specifically the University of North Carolina-Charlotte, to give students a larger selection of pathways and transfer options.

F. Program/Student Learning Outcomes at Program Completion
1.   Graduates of the Electronics Engineering Technology program will be technically proficient in repairing and upgrading electronic systems, including computers.

   100%
   a.   Upon completion of the program, 90% of the diploma students will be able to analyze, troubleshoot, repair, and/or design electronic and computer equipment within a given period of time as directed by the Electronics Engineering Technology faculty in the capstone course, ELN 133A Digital Electronics Lab.

100%   b.   Upon completion of the program, 90% of the Associate in Applied Science students will be able to analyze, troubleshoot, repair, and/or design electronic equipment and optimize computer system performance within a given period of time as directed by the Electronics Engineering Technology faculty in the capstone course, CET 211 Computer Upgrade/Repair II.

2.   Graduates of the Electronics Engineering Technology program will be employed in the field.

70%   a.   50% of the graduates of the Electronics Engineering Technology program responding to the Graduate/Completer Survey will report employment in the field or pursuing further education.

100%   b.   75% of the previous year graduates of the Electronics Engineering Technology program responding to the Alumni Survey distributed one year after graduation will report employment in the field or pursuing further education.

3.   Employers of the Electronics Engineering Technology program graduates will rate the technical and academic skills of the employees as average or above.

1. N/A
2. N/A   a.   The Employer Survey conducted each year will rate the graduates as above average on the three course area performance (competency) survey questions. "Above average" is higher than
3. N/A   a 3.0 on a 5-point scale; however, if any of the three survey questions has an individual rating below 3.0, that individual course area performance will be reviewed further.

N/A   b.   80% of the respondents to an Employer Survey conducted each year will respond that they would employ future graduates of the Electronics Engineering Technology program.

Student Outcomes/Competency Evaluation:

The student outcomes/student competency is measured in the capstone course ELN 133A Digital Electronics Lab for diploma students, and, additionally, CET 211 Computer Upgrade/Repair II for Associate in Applied Science students. ELN 133A Digital Electronics Lab is a class offered during the summer semester of the diploma program, and CET 211 Computer Upgrade/Repair II in the first year of the Associate in Applied Science program. In each class, a comprehensive experience has been designated to assess the technical proficiency of the student based on competencies as opposed to a grade. Comprehensive experiences include a comprehensive lab activity of designing and troubleshooting electronic components or computer systems. The troubleshooting and repair assignment evaluates knowledge, hands-on performance, and critical thinking skills. The method of evaluation utilizes internal evaluation by the program faculty.

Diploma Capstone Course
ELN 133A Digital Electronics Lab

Grade Distribution		
Grade	**# of Students**	**%**
A	11	73.3%
A-	2	13.3%
B+	1	6.7%
D	1	6.7%
	15	
Retention Rate:		100%

Graduates	
# of Students	**Term**
11	2022SU

Associate Capstone Course
CET 211 Computer Upgrade/Repair II

Grade Distribution				Graduates	
Grade	**# of Students**	**%**		**# of Students**	**Term**
A	2	12.5%		10	2021FA
A-	2	12.5%			
B+	2	12.5%			
B	2	12.5%			
B-	2	12.5%			
B+	2	12.5%			
C	1	6.3%			
C-	1	6.3%			
D	1	6.3%			
F	1	6.3%			
	16				
Retention Rate:		100%			

EMERGENCY MANAGEMENT (A55460)
Emergency Management Diploma (D55460),
Administration Certificate (C55460A),
Mitigation and Preparedness Certificate (C55460M),
Response and Recovery Certificate (C55460R)

I. Description
The Emergency Management curriculum is designed to provide students with a foundation of technical and professional knowledge needed for emergency services delivery in local and state government agencies. Study involves both management and technical aspects of law enforcement, fire protection, emergency medical services, and emergency planning.

Coursework includes classroom and laboratory exercises to introduce the student to various aspects of emergency preparedness, protection, and enforcement. Students will learn technical and administrative skills such as investigative principles, hazardous materials, codes, standards, emergency agency operations, and finance.

Employment opportunities include ambulance services, fire/rescue agencies, law enforcement agencies, fire marshal offices, industrial firms, educational institutions, emergency management offices, and other government agencies. Employed persons should have opportunities for skilled and supervisory-level positions.

II. Analysis of Desktop Audit Summary Data

A. Enrollment: The associate degree annual unduplicated headcount for 2021-22 was 17, a 32% decrease from the previous year. The associate degree freshmen headcount was 9, a 44% decrease from the previous year.

The diploma annual unduplicated headcount for 2021-22 was 0, a 100% decrease from the previous year. The diploma freshmen headcount was 0, a 100% decrease from the previous year.

The certificate annual unduplicated headcount for 2021-22 was 3, a 25% decrease from the previous year. The certificate freshmen headcount was 3, a 25% decrease from the previous year.

B. Graduation Rate: The associate graduation rate was 0%, 0 graduates; diploma was 0%, 0 graduates; certificate was 100%, 3 graduates. The graduate unduplicated headcount was 3.

Goal Accomplishment of Graduates:
1.   Of the 3 graduating students, 0 responded to the graduate survey.
2.   Upon graduating, 0% (0 graduates) responded to the graduate survey.

C. Goal Accomplishment of Students Who Did Not Intend to Complete Program *(primary goal-Job enhancement in current employment or for a new field of employment, personal interest, or transfer)***:** N/A

D. Early Leavers in 2021-22:
1.   **Withdrawals from the College:** Of the 7 associate students withdrawing from the College (41% withdrawal rate), none responded to the Leaver survey.

Goal Accomplishment of Withdrawals: Withdrawals did not respond to the Leaver survey.

2.   **Changed Academic Program:** Three students changed their academic program prior to completion. Two changed to Fire Protection Technology and one to Associate in Arts.

E. Successful Placement: The related employment and/or enrollment in additional education rate of the graduates responding to the survey is 0%, 0 in related employment and 0 enrolled in additional education. The one-year follow-up (Alumni Survey-Job Link) of 2020-21 graduates showed no more graduates in related employment or enrolled in additional education for a placement rate of 67%.

F. Employer Survey Results: (*0 surveys, 0 responses*): The graduates are not in related employment.

G. Certification/Licensure: Not applicable.

H. **Advisory Committee:** This Committee serves both the Fire Protection Technology and Emergency Management programs. The Committee met in February 2022. The Advisory Committee discussed the possible need for developing a Public Safety Administration program, as well as the Credit for Prior Learning subjects. The Department Head and faculty remain in regular contact with all members of the Advisory Committee and plan to meet again in February 2023.

I. **Student Opinion Survey** (5-point scale): The opinion survey reveals that:
Withdrawals did not rate services.
Graduates did not rate services.

III.   Program Status & Plans: Next 1 to 2 Years (Faculty/Dept. Head/Division Chair Section)

A. **Staffing:** The Department is staffed with a SACSCOC-qualified full-time Department Head/Instructor and two SACSCOC-qualified full-time faculty members who also coordinate Continuing Education fire/rescue training and manage the Fire Academy program and logistics.

B. **Facilities/Equipment:**
Lab and Classroom – All classes are currently taught online.
Equipment – With students enrolled in the online classes, the support function of traditional labs, classrooms, and equipment is not an issue. The actual infrastructure needs of this program include technical support, computer systems, and peripherals to support online instruction.

C. **Employment Demand:**

Fire Protection Management/ Firefighter Supervisor

Nationally, the need for firefighter supervisors is expected to increase 8% through 2030. In North Carolina, this occupation is expected to grow 8% through 2028. There are 120 annual vacancies expected for this occupation in North Carolina.

Average Salary	Minimum Annual/Hour	Median Annual/Hour	High Annual/Hour
National	$47,450/$22.81	$78,230/$37.61	$127,680/$61.38
State	$36,560/$17.58	$61,510/$29.57	$84,500/$40.63
Local	$40,280/$19.37	$60,550/$29.11	$79,730/$38.33

http://www.onetonline.org

D. **Trends:**
The Emergency Management occupational niche is expected to experience growth. There continues to be a demand for individuals at the local, state, and national levels to assist with planning to help protect the public against weather events, natural or man-made disasters, and terrorist attacks. Some of these responsibilities are combined with other related positions in emergency services occupations. Graduates of Coastal's Fire Protection Technology program can complete the Emergency Management (EM) degree by taking seven additional courses. There are currently 12 approved programs in Emergency Management, a decrease of two in the last year, with most offering it in the online format. The Public Safety Administration program has been approved at 23 community colleges, an increase of four in the last year, and appeals to a similar market of public safety career aspirants. This trend will impact enrollment for all colleges as more programs are offered. This expansion has had an impact on Coastal's enrollment.

IV.   Data Page

A. **Operating Budget:**

Separate accounts are not maintained for Emergency Management and Fire Protection Technology; the amounts listed here are the same for both programs.

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2021-22	0	0	500	191	0	0
2020-21	0	0	1,081	1,060	1,200	100
2019-20	0	0	1,835	1,835	0	0
2018-19	0	0	1,314	1,311	2,012	1,236
2017-18	0	0	1,962	1,864	2,685	2,790

2020-21 – Travel for professional development in 2020-2021 was impacted due to COVID-19 restrictions as most meetings and conferences were converted to online.

Graduation Rate/Successful Placement Scale (Internal Benchmark)
Unsatisfactory   Satisfactory
0-49%.....................................50-100%

B. Enrollment:

1. Associate (A55460)

	Headcount		Grads		FTE			
	FRS	Ann'l Undup.	No.	%	Fall	Spring	Summer	Total
2021-22	9	17	0	0	3.59	2.94	1.19	7.72
2020-21	16	25	4	40	5.88	5.19	0.69	11.76
2019-20	10	25	9	69	4.57	3.91	1.66	10.14
2018-19	13	27	2	10	7.38	4.47	1.28	13.13
2017-18	21	33	5	83	5.75	5.36	3.75	14.86

2. Diploma (D55460)

	Headcount		Grads	
	FRS	Ann'l Undup.	No.	%
2021-22	0	0	0	0
2020-21	3	3	3	100
2019-20	4	4	4	100
2018-19	2	2	1	50
2017-18	2	2	2	100

3. Certificates (Unduplicated)

	Headcount		Grads	
	FRS	Ann'l Undup.	No.	%
2021-22	3	3	3	100
2020-21	4	4	4	100
2019-20	9	9	9	100
2018-19	7	7	7	100
2017-18	9	9	9	100

C. Unduplicated Program Graduates 2021-22:

	Grads	Associate	Diploma	C55460A	C55460M	C55460R
Associate	0	N/A	0	0	0	0
Diploma	0	0	N/A	0	0	0
C55460A	0	0	0	N/A	0	0
C55460M	1	0	0	0	N/A	1
C55460R	3	0	0	0	1	N/A

Note: The table shows students who graduated with one or more credential.

D. Job Placement Follow-Up Results:

	Re-sponses	Related Employ.	Unrelated Employ.	Un-employ.	More Educ.	Un-known	1-yr Follow-up Related Emp.
2021-22	0	0 (0%)	0	0	0	0	
2020-21	3	1 (33%)	1	1	2	0	Unch (33%)
2019-20	9	4 (44%)	3	2	8	0	Unch (44%)
2018-19	8	5 (63%)	0	0	6	0	Unch (63%)
2017-18	5	4 (80%)	0	1	3	0	Unch (80%)

2020-21 – One graduate enrolled in additional education is also in related employment.
2019-20 – Three graduates enrolled in additional education are also in related employment.
2018-19 – Three graduates enrolled in additional education are also in related employment.
2017-18 – Two graduates enrolled in additional education are also in related employment.
Note: Employment status percents are calculated using number of responses.

E. Student Opinion Survey Results:

Excellent	Above Avg.	Average	Below Avg.	Poor
5 - - - - - -	- - - - 4 - - - -	- - - 3 - - -	- - - 2 - - -	- - - 1

	Graduates (0 of 3)	Withdrawals (0 of 7)
Quality of Instruction In Program Areas	N/A	N/A
Quality of Instruction in Other Courses	N/A	N/A
Overall Quality of Academic Program	N/A	N/A
Teaching Facilities	N/A	N/A
Equipment	N/A	N/A

F. Employer Survey Results (0 of 0): Evaluation of Students in Related Field Only

Employer Response to Survey Questions

1. Performance of vocational or technical skills	N/A
2. Effective communication in speaking, writing, reading and listening	N/A
3. Demonstrates the needed math skills	N/A
4. Uses information to analyze problems and make logical decisions	N/A
5. Demonstrates good work habits	N/A
6. If the need arises, would you hire a Coastal graduate in the future?	N/A
7. Overall rate of satisfaction with Coastal graduate employee	N/A

V. Quality Review Summary

A. Strengths: The entire program is online. The curriculum is designed to complement the Fire Protection Technology program, allowing Fire Protection Technology graduates to utilize their credits from that program and complete seven additional courses to complete the Emergency Management AAS degree. In many cases, individuals employed in this field also have other emergency services responsibilities.

The technology used by the program provides the instructor with the ability to answer technical questions presented by students in an audio/visual format. This helps to make the students' experiences like that of a seated student, watching the instructor's explanation with screen-sharing of instructional content.

The support of Coastal's Student Services office and a dedicated Academic Advisor/Counselor helps to maintain personalized customer service for distant online students. This coordination results in an efficient, student-friendly registration process and facilitates recruitment and retention. The Department Head continues to play a large part in academic advising, with the advantage of being able to utilize experience and career knowledge when providing advice. In addition to online registration, email and phone assistance with department representatives is still available as needed. The personal interaction and contact by faculty welcoming students to online classes and the timeliness in answering questions regarding the program and registration are consistently mentioned as advantages of Coastal over other online programs across the state.

In Fall 2021, Coastal approved two avenues for students to be granted credit based on their learning outside of the traditional AAS pathway. Credit for Prior Learning (CPL) for several NC OSFM and Emergency Management certifications was identified that will give certified emergency responders in the EM program the opportunity to be awarded direct CE-to-CU crosswalk credit for some curriculum courses. Courses in the Public Safety Training (PST) prefix will also be added to the Catalog and program description to add another pathway for credit for certifications that are not in a direct crosswalk. This should allow Coastal to reward students for their previous certification efforts as they work on their curriculum goals.

B. **Weaknesses:** While originally designed as an additional degree option for Fire Protection Technology graduates to enhance their employability in the career field, this program tends to attract students without experience in the emergency services field. This has resulted in a higher than desired withdrawal rate due to students "exploring" the degree while taking the introductory courses. Also, Emergency Management programs have been added at community colleges across the state. Enrollment numbers for this program are below desired levels. Students seeking a career in this field are often seeking an advanced degree beyond the two-year AAS.

Due to the increased number of online programs near Coastal's service area, as well as across the state, in previous years the program had experienced reduced enrollment. There are currently 12 approved programs in Emergency Management and 23 approved for the Public Safety Administration AAS degree program.

C. **Progress and Response to Objectives Set and Printed in 2020-21 DTA**
   1. Communicate the recently approved opportunities for credit for prior learning to students and potential students to increase enrollment. This will encourage students to realize the value of their previous certifications to achieve their goal of a curriculum credential. In turn, this should improve viability of the program as local students choose Coastal over other schools. **COMPLETE AND ONGOING**
   2. Communicate proposed high school to Coastal pathways for Emergency Management and Fire Protection Technology programs to stakeholders in high school system to seek adoption. **CONTINUE**
   3. Continue to update the online courses in the program to meet Quality Matters (QM) rubric standards. The focus will be on "alignment" as defined in the QM rubric. **CONTINUE**
   4. Develop a consistent and transparent method to advise students toward completion of their curriculum goal while ensuring they receive all credit due for previous learning via the CPL and PST opportunities. **COMPLETE AND ONGOING**
   5. Submit prior program non-completers to the National Student Clearinghouse and follow-up as indicated. **CONTINUE**

D. **Summary of Improvements and/or Budget Decision Based on Analysis**
   1. The decision was made to maintain staffing in the 2021-2022 curriculum year.
   2. The National Professional Development Symposium, which is held annually at the National Fire Academy in Maryland, was converted to a virtual conference in 2021 due to COVID. This is an excellent opportunity for professional development at a reasonable cost (meal ticket and travel only) that we hope to attend again when it is offered in person in the future.

E. **Program Objectives/Actions for the Next 1 to 2 Years**
   1. Communicate proposed high school to Coastal pathways for Emergency Management and Fire Protection Technology programs to stakeholders in high school system to seek adoption.
   2. Continue to update the online courses in the program to meet Quality Matters (QM) rubric standards. The focus will be on "alignment" as defined in the QM rubric.
   3. Submit prior program non-completers to the National Student Clearinghouse and follow-up as indicated.
   4. Investigate the potential to offer the Public Safety Administration AAS degree.
   5. Continue to try and improve attendance numbers through local department recruiting.
   6. Utilize the NCCCS Data Dashboards to analyze enrollment trends related to Emergency Management Program and Public Safety Administration.
   7. Re-evaluate the capstone courses to ensure that they are effectively assessing end-of-program learning outcomes.

F. Program/Student Learning Outcomes at Program Completion

1. Graduates of the Emergency Management program will demonstrate proficiency in the critical areas of the emergency management field.

N/A

Upon completion of their final semester, at least 85% of the graduates of the Emergency Management program will have demonstrated proficiency in four critical areas of the emergency management field: preparedness, response, mitigation, and recovery.

These skills will be specifically measured in EPT 130 Mitigation and Preparedness, EPT 150 Incident Management, and EPT 210 Response and Recovery.

The competencies will be measured utilizing Federal Emergency Management Agency (FEMA) certifications, the completion of case studies, and written examinations.

2. Graduates of the Emergency Management program will be employed in the field.

N/A
   a. 85% of the graduates of the Emergency Management program responding to the Graduate/Completer Survey will report employment in the field or continuing their education.

67%
   b. 80% of the previous year graduates of the Emergency Management program responding to the Alumni Survey distributed one year after graduation will report employment in the field.

3. Employers of the Emergency Management program graduates will rate the technical and academic skills of employees as average or above average.

1. N/A
2. N/A
3. N/A
   a. The Employer Survey conducted each year will rate the graduates as average or above average on the three course area performance (competency) survey questions. "Above average" is higher than a 3.0 rating on a 5-point scale; however, if any of the three survey questions has an individual rating below 3.0, that individual course area performance will be reviewed further.

N/A
   b. 80% of the respondents to an Employer Survey conducted every year will respond that they would employ future graduates of the Emergency Management program.

Student Outcomes/Competency Evaluation:

Student outcomes/student competency is measured through a series of major competencies which make up the student outcomes for the program. In each course, a variety of evaluation instruments has been incorporated to help a student develop thinking skills critical to problem solving in emergency situations, planning, and preparedness. Throughout this program, there are many major competencies to evaluate student performance. Measurement of competencies will include the following, among others: successful completion of FEMA certifications, the completion of case studies, and written examinations. The methods of evaluation include both internal evaluations by the program faculty as well as external measures.

Capstone Courses
EPT 130 Mitigation and Preparedness

Grade Distribution			Graduates	
Grade	# of Students	%	# of Students	Term
A	1	50%	0	2022SP
C-	1	50%		
	2			
Retention Rate:		100%		

EPT 150 Incident Management

Grade Distribution		
Grade	# of Students	%
B	2	100%
	2	
Retention Rate:		100%

EPT 210 Response and Recovery

Grade Distribution		
Grade	**# of Students**	**%**
A	2	40%
A-	2	40%
B	1	20%
	5	
Retention Rate:		100%

EMERGENCY MEDICAL SCIENCE (A45340)

Emergency Medical Science – Bridging (A45340B)

I. Description

The Emergency Medical Science curriculum provides individuals with the knowledge, skills and attributes to provide advanced emergency medical care as a paramedic for critical and emergent patients who access the emergency medical system and prepares graduates to enter the workforce.

Students will gain complex knowledge, competency, and experience while employing evidence based practice under medical oversight, and serve as a link from the scene into the healthcare system.

Graduates of this program may be eligible to take state and/or national certification examinations. Employment opportunities include providers of emergency medical services, fire departments, rescue agencies, hospital specialty areas, industry, educational and government agencies.

II. Analysis of Desktop Audit Summary Data

A. Enrollment: The annual unduplicated headcount for 2021-22 was 15, a 32% decrease from the previous year. The freshman headcount was 9, a 36% decrease from the previous year.
The annual unduplicated headcount for EMS-Bridging was 1, a 100% increase from the previous year. The EMS-Bridging freshman headcount was 1, a 100% increase from the previous year.

B. Graduation Rate: The associate graduation rate was 36%, 5 graduates; the Bridging graduation rate was 0%, 0 graduates. The graduate unduplicated headcount is 5.

Goal Accomplishment of Graduates: The program is fulfilling its purpose because:

1. Of the 5 graduating students, 4 responded to the graduate survey. Three graduates stated that their goal was to obtain a degree.

2. Upon graduating, 75% (3 graduates) responding to the survey said that they had fully accomplished their goal.

C. Goal Accomplishment of Students Who Did Not Intend to Complete Program (*primary goal-Job enhancement in current employment or for a new field of employment, personal interest, or transfer*): N/A

D. Early Leavers in 2021-22:

1. **Withdrawals from the College:** Of the 1 student withdrawing from the College (7% withdrawal rate), none responded to the Leaver survey.

Goal Accomplishment of Withdrawals: Withdrawals did not respond to the Leaver survey.

2. **Changed Academic Program:** One student changed her academic program prior to completion to Associate in Arts.

E. Successful Placement: The related employment and/or enrollment in additional education rate of the graduates responding to the survey or through Department Head feedback is 50%, 2 in related employment and 0 enrolled in additional education. The one-year follow-up (Alumni Survey-Job Link) of the 2020-21 graduates showed no more graduates found related employment or enrolled in additional education, for a placement rate of 83%.

F. Employer Survey Results: (*2 surveys, 1 response*): The graduate working in this field was rated above average by the employer. Overall rate of satisfaction of employer with graduate employee was above average. 100% said they would hire future Coastal graduates.

G. Certification/Licensure: Out of 5 graduates, 5 attempted the North Carolina State Paramedic exam and 4 passed on their first attempt. 1 is in process to attempt the National Registry Exam, and has not yet attempted the written or psychomotor exams. This makes an 80% overall first time pass rate. The student who did not pass the State exam on the first attempt passed on the second attempt, giving an overall pass rate of 100%

H. Advisory Committee: The Advisory Committee met on December 13, 2022 and the meeting minutes are on file. The committee reviewed the 2020 CoAEMSP annual report. Student Minimum Competencies were reviewed and remained unchanged from the approved numbers from last year. With only five graduates, the sample size did not provide adequate data for changing anything. These numbers will continue to be monitored for reasonable changes. Discussion was conducted on a proposed Program Disciplinary/Dismissal Committee policy that will allow Dr. Frink to be more involved in maintaining student quality, and provides an objective due process for compliance with mandatory reporting of ethics violations to the NC Office of EMS. In our exploration of additional field clinical sites, Duplin County has been added as an option for our students.

I. Medical Director Feedback: Dr. Frink supports and approved all of the COVID-19 related changes regarding clinical, lab, and lecture, these were continued through the 2021-2022 school year, and have expired at the State level as of December 31, 2022.

J. Student Opinion Survey (5-point scale): The opinion survey reveals that:
Withdrawals did not rate services.
Graduates rated Quality of Instruction in Program Areas, Quality of Instruction in Other Courses, Overall Quality of Academic Program, Teaching Facilities, and Equipment above average.

III. Program Status & Plans - Next 1 to 2 Years (*Faculty/Dept. Head/Division Chair Section*)

A. Staffing: Current staffing includes the EMS director, one full-time instructor, and 7 adjunct instructors.

B. Facilities/Equipment:

Labs: Labs meet the needs of the students; however, the simulation lab is limited in size.

Classroom space: Classroom space is adequate. The Math and Science Technology Building houses the EMS combined lab and classroom, which is a suitable learning environment for the EMS students. MS 120C was converted from a storage room into a simulation lab and there are two simulation stations in the classroom as well. There is a total of five high-fidelity simulators (HFS) in the simulation lab.

Equipment: Annual maintenance on outdated manikins was not available this past year, because the CAE Meti-man is no longer manufactured and has no more spare parts available. Continued maintenance will be scheduled for the new manikins we have received over the past year. Students from Continuing Education as well as Curriculum use this equipment, and there is considerable wear and tear of the manikins with the practice and demonstration of skills. Outdated, expired, and degraded equipment has been removed and/or discarded from the lab setting and has been and will continue to be replaced as the budget will allow. A medium-fidelity manikin has been received to reduce the wear that occurs to the high-fidelity manikins. Electronics in high-fidelity manikins are not as resilient to scenarios that reflect the nature of standard EMS response types, so the realism of scenarios will be increased through the usage of the medium-fidelity manikin.

C. Employment Demand:

EMS-EMT, AEMT (EMT-I), Paramedic
Nationally, this occupation is expected to increase by 11% through 2030. In North Carolina, this occupation is expected to increase 8% through 2028. There are 820 annual vacancies expected for this occupation in North Carolina.

Average Salary	Minimum Annual/Hour	Median Annual/Hour	High Annual/Hour
National	$34,420/$16.55	$46,770/$22.48	$74,200/$35.67
State	$36,450/$17.52	$38,830/$18.67	$48,070/$23.11
Local	$20,280/$9.75	$30,620/$14.72	$40,890/$19.66

http://www.onetonline.org

D. Trends: The Curriculum day program accepted 10 students in Fall 2021, which was no change from the previous year of 10. We were prepared for 12, but two did not meet HESI requirements to begin in the Fall. In order for students to be eligible to take the National Registry Paramedic exam, a program must have national accreditation from the Commission on Accreditation of Allied Health Education Programs (CAAHEP), which is recommended by the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP). Changes set forth by the NC OEMS will require all initial credentialing paramedics to obtain an associate degree at some point in the future. The original rule was proposed to include anyone entering a paramedic program on or after January 1st, 2023; however, the vote on the rule was tabled while the NC OEMS focused efforts on COVID-19 response. This requirement is expected to increase the enrollment of students into the CU EMS program as well as into the EMS-Bridging program. The EMS-Bridging program will be nearly entirely online going forward, and will be offered to CE paramedic institutions through CAAHEP articulation agreements as a pathway for college credit. As of January 2023, there has been no further movement at the State level for the degree requirement. There are at least three students and recent completers of the Continuing Education paramedic program who have expressed interest in the Bridging program.

IV. Data Page

A. Operating Budget:

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2021-22	0	0	54,448	32,661	3,751	1,705
2020-21	0	0	57,016	27,595	5,930	305
2019-20	28,300	27,315	50,078	42,440	500	769
2018-19	0	0	50,579	46,500	500	(7)
2017-18	115,300	115,300	56,676	53,635	4,330	1,698

2021-22 – Supply budget was not fully spent due to overestimated ambulance maintenance. We are currently discussing the surplus of the older ambulance, and reception of a used one from Onslow County EMS. Some of this budgeted money included renewal of service agreements for old manikins, addressed above in III.B. Budgeted travel included the possibility of travel to Indianapolis for an accreditation conference. Because of a renewed outbreak of COVID-19, we decided out-of-state travel would not be wise.
2020-21 – With the transition of the Director, the supply budget was not fully spent.
2017-18 – A new ambulance was purchased for $117,800 under the equipment budget. The SGA funded $643.86 for EM Today, which cost a total of $1,868.22.

Graduation Rate/Successful Placement Scale (Internal Benchmark)
Unsatisfactory   Satisfactory
0-49% …………………….....50-100%

B. Enrollment:

1. EMS Associate

	Headcount		Grads		FTE			
	FRS	Annual Undup.	No.	%	Fall	Spring	Summer	Total
2021-22	9	15	5	36	9.94	10.00	4.38	24.32
2020-21	14	22	6	75	16.63	10.84	2.75	30.22
2019-20	8	16	5	50	11.09	12.16	4.75	28.00
2018-19	10	20	6	38	13.28	11.66	3.94	28.88
2017-18	16	31	12	50	21.50	18.88	4.34	44.72

2. EMS-Bridging Associate

	Headcount		Grads	
	FRS	Annual Undup.	No.	%
2021-22	1	1	0	0
2020-21	0	0	0	0
2019-20	0	0	0	0
2018-19	0	0	0	0
2017-18	0	0	0	0

C. Job Placement Follow-Up Results:

	Re-sponses	Related Employ.	Unrelated Employ.	Un-employ.	More Educ.	Un-known	1-yr Follow-up Related Emp.
2021-22	4	2 (50%)	1	1	0	0	
2020-21	6	1 (17%)	2	3	4	0	Unch (17%)
2019-20	5	5 (100%)	0	0	3	0	Unch (100%)
2018-19	6	5 (83%)	0	1	3	0	Unch (83%)
2017-18	10	4 (40%)	1	5	3	0	Unch (40%)

2019-20 – Three students enrolled in additional education are also in related employment.
2018-19 – Three students enrolled in additional education are also in related employment.
2017-18 – One student enrolled in additional education is also in related employment.
Note: Employment status percents are calculated using number of responses.

D. Certification/Licensure Results:

NCOEMS	No. Tested	No. 1st Time Passing	No. Failed	% 1st Time Passing	Retake Pass	Overall % Pass
2021-22	5	4	1	80	1	100
2020-21	4	2	2	50	0	50
2019-20	5	5	0	100	0	100
2018-19	5	5	0	100	0	100
2017-18	11	7	4	64	3	91

NREMT	No. Tested	No. 1st Time Passing	No. Failed	% 1st Time Passing	Retake Pass	Overall % Pass
2021-22	0	0	0	0	0	0
2020-21	2	2	0	100	0	100
2019-20	0	0	0	0	0	0
2018-19	0	0	0	0	0	0
2017-18	5	3	2	60	1	80

E. Student Opinion Survey Results:

Excellent	Above Avg.	Average	Below Avg.	Poor
5 - - - - - -	- - - - 4 - - - -	- - - 3 - - -	- - - 2 - - -	- - - 1

	Graduates (4 of 5)	Withdrawals (0 of 1)
Quality of Instruction in Program Areas	4.33	N/A
Quality of Instruction in Other Courses	4.33	N/A
Overall Quality of Academic Program	4.00	N/A
Teaching Facilities	4.00	N/A
Equipment	3.67	N/A

F. Employer Survey Results (1 of 2): Evaluation of Students in Related Field Only
Employer Response to Survey Questions

1.	Performance of vocational or technical skills	4.00
2.	Effective communication in speaking, writing, reading and listening	4.00
3.	Demonstrates the needed math skills	5.00
4.	Uses information to analyze problems and make logical decisions	5.00
5.	Demonstrates good work habits	4.00
6.	If the need arises, would you hire a Coastal graduate in the future?	100% Yes
7.	Overall rate of satisfaction with Coastal graduate employee	4.00

V. Quality Review Summary

A. Strengths: Strong support continues from Onslow County EMS; however, there was difficulty in student placement while they hired and trained new personnel. The hospital clinical has been limited due to a decrease in access during the pandemic. Although enrollment is low, support for the EMS-Bridging program continues from Onslow County and the surrounding counties. Most counties have started to give pay increases for employees with an AAS and an associate degree has been proposed as a requirement for paramedic practice in North Carolina; however, the vote on the measure was delayed due to the pandemic. Relationships continue to expand with neighboring EMS providers and a contract was continued with Pender County EMS, making them a second field internship clinical site. A contract was established with Duplin County EMS for our third field clinical site. Coastal obtained accreditation in Fall 2017 and is one of the two colleges east of Interstate 95 that are CAAHEP-accredited. The Self-Study Report for continued accreditation was submitted in 2021 for the 2022 five-year renewal, and the site visit from the Committee on Accreditation of EMS Programs is set for March 23-24, 2023. Currently, there are still two adult, and one child high-fidelity manikins which are being utilized almost daily. Reception of a medium-fidelity manikin allows for greater portability of the manikin into places and positions that may damage high-fidelity manikins. A Preceptor Guidebook was distributed for all Field Training Officers (FTO) who work with students to promote guidance and expectations for field experiences. This handbook was placed on the Onslow County EMS shared drive to give everyone access, and the FTO signs a letter approved by Dr. Frink acknowledging they have received this handbook. Retention for the students who began in Fall 2021 is at 70% (7/10), and we are set to graduate all 7, barring any last minute circumstance. This meets the 70% or higher benchmark for accreditation we only count 7/9, which makes the paramedic retention 78%. The first-time pass rate for the NC state paramedic exam has been 80% from 2021-2022.

B. Weaknesses: Even though only qualified students are accepted, the attrition rate is still high. Some of the enrolled students only meet the minimum admission requirements. Many who enter the program are unaware of the scope of practice and do not understand the academic rigor of the program. Improvement is needed in the frequency of engagement with students to improve retention. In spite of efforts to increase EMS-Bridging enrollment, there has not been an increase. Despite several recruiting tactics, consistently filling the class to capacity is a concern. The EMS program is in need of a Clinical Coordinator, the Director is fulfilling the positions for both CE and CU. An EMS Clinical Coordinator position is in process of being filled.

C. Progress and Response to Objectives Set and Printed in 2020-21 DTA
1. Upon approval, implementation of the new course schedule will take two full academic years. **CONTINUE**
2. Obtain continued accreditation with CAAHEP following the site visit process. **CONTINUE**
3. Renew our Advanced Level Education Institution with NC OEMS. **CONTINUE**
4. Continue to explore recruiting opportunities as pandemic precautions allow. **CONTINUE**
5. The action plan in response to the 67% first time pass rate includes increased practice testing, increased practical application of skills in simulation, and increased stability in classroom instruction through hiring a full-time curriculum instructor in October of 2021. Measures to increase enrollment will expand the sample size for these statistics and allow for normal patterns of student attrition. **COMPLETE**
6. Provide a best practice workshop for CE and CU faculty on effective EMS simulation. **COMPLETE AND ONGOING**

D. Summary of Improvements and/or Budget Decisions Based On Analysis

1. Duplin County EMS was added as a field site for clinicals, supplementing Onslow County EMS and Pender County EMS. Staffing difficulties with pre-established field locations necessitated addition of another option.

2. In order to improve access to the degree program, we worked to implement credit for prior learning for students who already hold an Emergency Medical Technician credential, replacing EMS 110. Along with this change, students who have already passed college-level math and English courses may bypass the entrance exam, aligning with NC Office of EMS requirements.

E. Program Objectives/Action for the Next 1 to 2 Years

1. Upon approval, implementation of the new course schedule will take two full academic years.
2. Obtain continued accreditation with CAAHEP following the site visit process.
3. Renew our Advanced Level Education Institution with NC OEMS.
4. Continue to explore recruiting opportunities as pandemic precautions allow.
5. The EMS Program Director and faculty will work with administration to continue exploring ways to improve student success through consideration of certificate and diplomas within EMS curriculum standards as set by the system office.
6. To improve collaboration and coordination between field sites, re-hire a Full-Time Clinical Coordinator/EMS Instructor.
7. Investigate strategies to increase employment in the field and increase return on Employer surveys.
8. Investigate any modifications essential for the simulation lab.

F. Program/Student Learning Outcomes at Program Completion

1. Graduates of the Emergency Medical Science program will demonstrate competency in paramedic skills and procedures.

100%
    a. At the close of the final term, 90% of the students will be able to demonstrate at 77% accuracy the ability to perform appropriate paramedic skills and procedures and to utilize the paramedic skills to deliver safe patient care as evaluated by the EMS program faculty in capstone course EMS 285 EMS Capstone.

80%
    b. 70% of the EMS program graduates will pass the North Carolina Paramedic Exam on the first attempt.

2. Graduates of the EMS program will be employed in the field.

50%
    a. 70% of the graduates responding to the Graduate/Completer Survey will report employment in the field or continuing their education.

83%
    b. 90% of the previous year graduates responding to the Alumni Survey administered one year after graduation will report employment in the field.

3. Employers of the EMS program graduates will rate the technical and academic skills as above average.

1. 4.00
2. 4.00
3. 5.00
    a. The Employer Survey conducted each year will rate the graduates as above average on the three course area performance (competency) survey questions. "Above average" is higher than a 3.0 on a 5-point scale; however, if any of the three survey questions has an individual rating below 3.0, that individual course area performance will be reviewed further.

100%
    b. 80% of the respondents to the Employer Survey conducted each year will respond that they would employ future graduates of the EMS program.

Student Outcomes/Competency Evaluation:

The student outcomes/student competency is measured in a capstone class, EMS 285 EMS Capstone, which is a class during the last semester of the program. In this class, a comprehensive experience has been designated to assess the technical proficiency of the student based on competencies as opposed to a grade. Students also take a mock paramedic certification exam in written and oral format.

The demonstration of paramedic skills evaluates knowledge, hands-on performance, affective performance, and critical thinking skills. The certification test evaluates knowledge, critical thinking skills, problem solving, and ability to follow directions.

The method of evaluation utilizes internal evaluation by the program faculty and external evaluation by an independent agency for the EMS Paramedic exam. The program utilizes a Platinum Education Group EMS Testing tool for evaluations and practice evaluations throughout all five semesters.

Capstone Course
EMS 285 EMS Capstone

Grade Distribution		
Grade	**# of Students**	**%**
A-	1	20%
B+	3	60%
B	1	20%
	5	
Retention Rate:		100%

Graduates	
# of Students	**Term**
5	2022SP

FIRE PROTECTION TECHNOLOGY (A55240)
Fire Protection Technology (D55240), General Level (C55240),
General Level 2 (C55240C), Fire Investigator Level (C55240A),
Incident Command Level (C55240B), Fire Supervisor (C55240D)

I.   Description

The Fire Protection Technology curriculum is designed to provide students with knowledge and skills in the technical, managerial, and leadership areas necessary for advancement within the fire protection community and related firefighting industries, and to provide currently employed firefighters with knowledge and skills often required for promotional consideration.

Course work includes diverse fire protection subject areas, including fire prevention and safety, public education, building construction, fire ground strategies and tactics, and local government finance and laws, as they apply to emergency services management. Emphasis includes understanding fire characteristics and the structural consequences of fire; risk assessment and management; and relevant research, communications, and leadership methodologies.

Employment opportunities exist with fire departments, governmental agencies, industrial firms, insurance rating organizations, and educational organizations.

II. Analysis of Desktop Audit Summary Data

A. Enrollment: The associate degree annual unduplicated headcount for 2021-22 was 20, a 44% decrease from the previous year. The associate degree freshmen headcount was 6, a 57% decrease from the previous year.

The diploma annual unduplicated headcount for 2021-22 was 5, a 29% decrease from the previous year. The diploma freshmen headcount was 4, a 20% decrease change from the previous year.

The certificate annual unduplicated headcount for 2021-22 was 8, a 33% decrease from the previous year. The certificate freshmen headcount was 7, a 42% decrease from the previous year.

B. Graduation Rate: The associate degree graduation rate was 36%, 5 graduates; diploma was 100%, 4 graduates; certificate was 100%, 7 graduates. The graduate unduplicated headcount was 10.

Goal Accomplishment of Graduates:
1.   Of the 10 graduating students, 0 responded to the graduate survey.
2.   Upon graduating, 0% (0 graduates) responded to the graduate survey.

C. Goal Accomplishment of Students Who Did Not Intend to Complete Program (*primary goal-Job enhancement in current employment or for a new field of employment, personal interest, or transfer*)**:** N/A

D. Early Leavers in 2021-22:
1.   **Withdrawals from the College:** Of the 9 associate students and 1 certificate student withdrawing from the College (36% withdrawal rate), none responded to the Leaver survey.

Goal Accomplishment of Withdrawals: Withdrawals did not respond to the Leaver survey.

2.   **Changed Academic Program:** No students changed their program prior to completion.

E. Successful Placement: The related employment and/or enrollment in additional education rate of the graduates responding to the survey is 0%, 0 in related employment and 0 enrolled in additional education. The one-year follow-up (Alumni Survey-Job Link) of 2020-21 graduates showed no more graduates in related employment or enrolled in additional education for an unchanged placement rate of 50%.

F. Employer Survey Results (*0 surveys, 0 response*)**:** The graduates are not in related employment.

G. Certification/Licensure: Not applicable.

H. Advisory Committee: This Committee serves both the Fire Protection Technology and Emergency Management programs. The Committee met in February 2022. The Advisory Committee discussed the possible need for developing a Public Safety Administration program, as well as the Credit for Prior Learning subjects. The Department Head and faculty remain in regular contact with all members of the Advisory Committee and plan to meet again in February 2023.

I. Student Opinion Survey (5-point scale)**:** The opinion survey reveals that:
Withdrawals did not rate services.
Graduates did not rate services

III. Program Status & Plans: Next 1 to 2 Years (Faculty/Dept. Head/Division Chair Section)

A. Staffing: The Department is staffed with a SACSCOC-qualified full-time Department Head/Instructor, and two SACSCOC-qualified full-time faculty members who also coordinate Continuing Education fire/rescue training and manage the Fire Academy program and logistics.

B. Facilities/Equipment:
Lab and Classroom – All classes are currently taught online.
Equipment – The support function of traditional labs, classrooms, and equipment is not an issue with the online delivery of the program. The actual infrastructure needs of this program include technical support, computer systems, software, and peripherals to support online instruction.

C. Employment Demand:
Nationally, the need for firefighters is expected to increase 9% through 2030. In North Carolina, this occupation is expected to increase 7% through 2028. There are 1,150 annual vacancies expected for this occupation in North Carolina.

Average Salary	Minimum Annual/Hour	Median Annual/Hour	High Annual/Hour
National	$29,030/$13.96	$50,700/$24.38	$81,640/$39.25
State	$24,300/$11.68	$34,470/$16.57	$51,130/$24.58
Local	$28,780/$13.84	$40,130/$19.29	$55,330/$26.60

http://www.onetonline.org

D. Trends: In addition to technical training, career fire departments continue to encourage professional education in fire technology or related fields. Furthermore, degree achievement can be a consideration for candidates seeking promotion. The City of Jacksonville Fire and Emergency Services (JFES) currently requires a minimum of a Fire Protection Technology certificate for prospective officers, and an Associate degree for candidates seeking promotion above the rank of Captain. Beginning in 2020, JFES required Captains to hold a minimum of an Associate' degree, with a Bachelor's degree required for Battalion Chief in 2022. There are currently 20 colleges that have approved programs in Fire Protection Technology, a decrease of two since the last DTA. The Public Safety Administration program has been approved at 23 community colleges, an increase of four in the last year, and appeals to a similar market of public safety career-seeking students and professionals. Firefighters continue to seek online courses due to challenging work schedules, which has led to the proliferation of online programs across the state. This expansion has had an impact on Coastal's enrollment.

IV. Data Page

A. Operating Budget:
Separate accounts are not maintained for Fire Protection Technology and Emergency Management; the amounts listed here are the same for both programs.

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2021-22	0	0	500	191	0	0
2020-21	0	0	1,081	1,060	1,200	100
2019-20	0	0	1,835	1,835	0	0
2018-19	0	0	1,314	1,311	2,012	1,236
2017-18	0	0	1,962	1,864	2,685	2,790

2020-21 – Travel for professional development in 2020-2021 was impacted due to COVID-19 restrictions as most meetings and conferences were converted to online.

Graduation Rate/Successful Placement Scale (Internal Benchmark)
Unsatisfactory   Satisfactory
0-49%.....................................50-100%

B. **Enrollment:**

1. Associate (A55240)

	Headcount		Grads		FTE			
	FRS	Annual Undup.	No.	%	Fall	Spring	Summer	Total
2021-22	6	20	5	36	3.34	3.03	0.00	6.37
2020-21	14	36	9	43	6.50	4.66	1.19	12.35
2019-20	21	43	10	40	6.78	7.23	2.75	16.76
2018-19	25	46	6	20	7.02	5.28	2.16	14.46
2017-18	30	61	9	45	11.07	9.56	2.50	23.13

2. Diploma (D55240)

	Headcount		Grads		FTE			
	FRS	Annual Undup.	No.	%	Fall	Spring	Summer	Total
2021-22	4	5	4	100	0.09	0.22	0.22	0.53
2020-21	5	7	6	100+	0.47	0.19	0.13	0.79
2019-20	9	11	8	89	0.34	0.38	0.28	1.00
2018-19	5	6	4	80	0.34	0.22	0.00	0.56
2017-18	6	6	5	83	0.00	0.00	0.00	0.00

3. Certificates (Unduplicated)

	Headcount		Grads	
	FRS	Annual Undup.	No.	%
2021-22	7	8	7	100
2020-21	12	12	11	92
2019-20	18	18	18	100
2018-19	15	15	14	93
2017-18	18	19	18	100

C. **Unduplicated Program Graduates 2021-22:**

	Grads	Associate	Diploma	C55240	C55240A	C55240B	C55240C	C55240D
Associate	5	N/A	4	1	1	0	1	0
Diploma	4	4	N/A	1	0	0	1	0
C55240	2	1	1	N/A	1	1	0	0
C55240A	6	1	0	1	N/A	3	1	2
C55240B	3	0	0	1	3	N/A	0	2
C55240C	2	1	1	0	1	0	N/A	0
C55240D	2	0	0	0	2	2	0	N/A

Note: The table shows students who graduated with one or more credential.

D. Job Placement Follow-Up Results:

	Re-sponses	Related Employ.	Unrelated Employ.	Un-employ.	More Educ.	Un-known	1-yr Follow-up Related Emp.
2021-22	0	0 (0%)	0	0	0	0	
2020-21	2	1 (50%)	1	0	0	0	Unch (50%)
2019-20	13	11 (85%)	1	1	6	0	Unch (85%)
2018-19	15	12 (80%)	1	0	12	0	Unch (80%)
2017-18	9	6 (67%)	0	3	6	0	Unch (67%)

2019-20 – Four graduates enrolled in additional education are also in related employment.
2018-19 – Nine graduates enrolled in additional education are also in related employment.
2017-18 – Four graduates enrolled in additional education are also in related employment.
Note: Employment status percentages are calculated using number of responses.

E. Student Opinion Survey Results:

Excellent	Above Avg.	Average	Below Avg.	Poor
5 - - - - - -	- - - - 4 - - - -	- - - 3 - - -	- - - 2 - - -	- - - 1

	Graduates (0 of 10)	Withdrawals (0 of 10)
Quality of Instruction In Program Areas	N/A	N/A
Quality of Instruction in Other Courses	N/A	N/A
Overall Quality of Academic Program	N/A	N/A
Teaching Facilities	N/A	N/A
Equipment	N/A	N/A

F. Employer Survey Results (0 of 0): Evaluation of Students in Related Field Only

Employer Response to Survey Questions

1.	Performance of vocational or technical skills	N/A
2.	Effective communication in speaking, writing, reading and listening	N/A
3.	Demonstrates the needed math skills	N/A
4.	Uses information to analyze problems and make logical decisions	N/A
5.	Demonstrates good work habits	N/A
6.	If the need arises, would you hire a Coastal graduate in the future?	N/A
7.	Overall rate of satisfaction with Coastal graduate employee	N/A

V.   Quality Review Summary

A. Strengths: The entire program is online. A college degree, or progress towards its completion, is often a requirement for promotion and advancement within the professional fire service. The technology used by the program provides the instructor with the ability to answer technical questions presented by students in an audio/visual format. This helps to make the students' experiences like that of a seated student, watching the instructor's explanation with screen-sharing of instructional content.

The support of Coastal's Student Services office and a dedicated Academic Advisor/Counselor help to maintain personalized customer service for distant online students. This coordination results in an efficient, student-friendly registration process and facilitates recruitment and retention. The Department Head continues to play a large part in academic advising, with the advantage of being able to utilize experience and career knowledge when providing advice. In addition to online registration, email and phone assistance with department representatives is still available as needed. The personal interaction and contact by faculty welcoming students to online classes and the timeliness in answering questions regarding the program and registration are consistently mentioned as advantages of Coastal over other online programs across the state.

The staffing model employs faculty to teach and coordinate in both Curriculum and Continuing Education programs. This model supports the training needs of both professional and volunteer fire and rescue training organizations. The Department is staffed with a full-time Department Head/Instructor and two full-time faculty members who also coordinate Continuing Education Fire/Rescue training and manage the Fire Academy program and logistics.

In Fall 2021, Coastal approved two avenues for students to be granted credit based on their learning outside of the traditional AAS pathway. Credit for Prior Learning (CPL) for several NC OSFM certifications was identified that will give certified Firefighters in the FIP program the opportunity to be awarded direct CE-to-CU crosswalk credit for some curriculum courses. Courses in the Public Safety Training (PST) prefix will also be added to the Catalog and program description to add another pathway for credit for certifications that are not in a direct crosswalk. This should allow Coastal to reward students for their previous certification efforts as they work toward their curriculum goals.

B. **Weaknesses:** There are very few full-time students in this program, as many students are already employed full-time in the field. The average student takes 4 to 5 years to complete the AAS degree and graduate, which creates challenges for course scheduling and retention and sometimes results in early leavers. In addition, a large proportion of the students live a long distance away from campus. To serve this population, special strategies and procedures are implemented to provide appropriate levels of customer service.

Due to the increased number of online programs near Coastal's service area, as well as across the state, the program has experienced reduced enrollment. There are currently 20 approved programs in Fire Protection Technology and 23 approved for the Public Safety Administration AAS degree program.

C. **Progress and Response to Objectives Set and Printed in 2020-21 DTA**
   1. Develop consistent transparent methods to advise students toward completion of their curriculum goal while ensuring that they receive all credit due for previous learning via the CPL and PST opportunities. **COMPLETE AND ONGOING**
   2. Investigate the value of FESHE recognition with the Advisory Committee and complete the application for recognition with DHS-NFA, if appropriate. **CONTINUE**
   3. Continue to update the online courses in the program to meet Quality Matters (QM) rubric standards. The focus will be on "alignment" as defined in the QM rubric. **CONTINUE**
   4. Communicate proposed high school to Coastal pathways for Emergency Management and Fire Protection Technology programs to stakeholders in the high school system to seek adoption. **COMPLETE AND ONGOING**
   5. Communicate the recently approved opportunities for credit for prior learning to students and potential students to increase enrollment. This will encourage students to realize the value of their previous certifications to achieve their goal of a curriculum credential. In turn, this should improve viability of the program as local students choose Coastal over other colleges. **COMPLETE AND ONGOING**
   6. Submit prior program non-completers to the National Student Clearinghouse and follow-up as indicated. **CONTINUE**

D. **Summary of Improvements and/or Budget Decision Based on Analysis**
   1. The decision was made to maintain staffing in the 2021-2022 curriculum year.
   2. The National Professional Development Symposium, which is held annually at the National Fire Academy in Maryland, was converted to a virtual conference in 2021 due to COVID. This is an excellent opportunity for professional development at a reasonable cost (meal ticket and travel only) that we hope to attend again when it is offered in person in the future.

E. **Program Objectives/Actions for the Next 1 to 2 Years**
   1. Investigate the value of FESHE recognition with the Advisory Committee and complete the application for recognition with DHS-NFA, if appropriate.
   2. Continue to update the online courses in the program to meet Quality Matters (QM) rubric standards. The focus will be on "alignment" as defined in the QM rubric.
   3. Submit prior program non-completers to the National Student Clearinghouse and follow-up as indicated.
   4. Investigate the potential to offer the Public Safety Administration AAS degree.
   5. Continue to try and improve attendance numbers through local department recruiting.
   6. Utilize the NCCCS Data Dashboards to analyze enrollment trends related to Fire Protection Technology Program and Public Safety Administration.
   7. Re-evaluate the capstone courses to ensure that they are effectively assessing end-of-program learning outcomes.

F. Program/Student Learning Outcomes at Program Completion

1. Graduates of the Fire Protection Technology program will demonstrate proficiency in the critical areas of the fire service field.

100%
   a. Upon completion of their final semester, at least 90% of the students will be able to perform advanced incident analysis and demonstrate proper and accepted systems for the mitigation of emergencies at the level of overall scene command using the Incident Command System in the capstone course, FIP 221 Advanced Fire Fighting Strategies.

100%
   b. Upon completion of their final semester, at least 90% of the students will be able to delineate the responsibilities and demonstrate the roles for the effective fire service supervisor, including human resource management, community relations, workplace safety, and administration of emergency services, in the capstone course, FIP 240 Fire Service Supervision.

2. Graduates of the Fire Protection Technology program will be employed in the field.

N/A
   a. 85% of the graduates of the Fire Protection Technology program responding to the Graduate/Completer Survey will report employment in the field or continuing their education.

N/A
   b. 80% of the previous year graduates of the Fire Protection Technology program responding to the Alumni Survey distributed one year after graduation will report employment in the field.

3. Employers of the Fire Protection Technology program graduates will rate the technical and academic skills of employees as average or above.

1. N/A
2. N/A
3. N/A
   a. The Employer Survey conducted each year will rate the graduates as above average on the three course area performance (competency) survey questions. "Above average" is higher than a 3.0 rating on a 5-point scale; however, if any of the three survey questions has an individual rating below 3.0, that individual course area performance will be reviewed further.

N/A
   b. 80% of the respondents to an Employer Survey conducted every year will respond that they would employ future graduates of the Fire Protection Technology program.

Student Outcomes/Competency Evaluation:

The student outcomes/student competency is measured in the capstone courses, FIP 221 Advanced Fire Fighting Strategies and FIP 240 Fire Service Supervision. In each class, comprehensive assignments have been designed to assess the proficiency of the student based on competency, rather than a grade. Comprehensive experiences for FIP 221 Advanced Fire Fighting Strategies include development of an Incident Management System (IMS) organizational structure, given a scenario with predefined resources and demonstration of the proper deployment of resources and operational considerations for mitigation of high-risk incidents using proper NIMS ICS principles. Comprehensive experiences for Fire Service Supervision include demonstration of effective supervision, including development of an employee performance evaluation and disciplinary action plan as well as demonstration of an effective method for managing employee training. The method of evaluation uses an internal evaluation by the program faculty.

Capstone Courses
FIP 221 Advanced Fire Fighting Strategies

Grade Distribution				Graduates	
Grade	# of Students	%		# of Students	Term
A	4	100%		0	2022SU
	4				
Retention Rate:		100%			

FIP 240 Fire Service Supervision

Grade Distribution				Graduates	
Grade	# of Students	%		# of Students	Term
B+	1	50%		0	2022SP
B	1	50%			
	2				
Retention Rate:		100%			

HEALTH AND FITNESS SCIENCE (A45630)

Health and Fitness Science Diploma (D45630)
Health and Fitness Science Certificate (C45630)

I. Description

The Health and Fitness Science program is designed to provide students with the knowledge and skills necessary for employment in the fitness and exercise industry.

Students will be trained in exercise science and be able to administer basic fitness tests and health risk appraisals, teach specific exercise and fitness classes and provide instruction in the proper use of exercise equipment and facilities.

Graduates should qualify for employment opportunities in commercial fitness clubs, YMCA's/YWCA's, wellness programs in business and industry, parks and recreation departments and other organizations implementing exercise and fitness programs.

II. Analysis of Desktop Audit Summary Data

A. Enrollment: The associate annual unduplicated headcount for 2021-22 was 23, a 5% increase from the previous year. The freshman headcount was 14, a 17% increase from the previous year. The diploma annual unduplicated headcount for 2021-22 was 2, a 60% decrease from the previous year. The freshman headcount was 2, a 60% decrease from the previous year. The certificate annual unduplicated head count for 2021-22 was 0, a 100% decrease from the previous year. The freshman headcount was 0, a 100% decrease from the previous year.

B. Graduation Rate: The associate graduation rate was 8%, 1 graduate; diploma graduation rate was 0%, 0 graduates; certificate graduation rate was 0%, 0 graduates. The graduate unduplicated headcount was 1.

Goal Accomplishment of Graduates:

1. Of the 1 graduating student, 1 responded to the graduate survey. The graduate stated that her goal was to obtain a degree/diploma/certificate.

2. Upon graduating, 100% (1 graduate) of those responding to the survey said that she had fully accomplished her goal.

C. Goal Accomplishment of Students Who Did Not Intend to Complete Program *(primary goal-Job enhancement in current employment or for a new field of employment, personal interest, or transfer)*:
N/A

D. Early Leavers in 2021-22:

1. **Withdrawals from the College:** Of the 13 students withdrawing from the College (52% withdrawal rate), none responded to the Leaver survey.

   Goal Accomplishment of Withdrawals: Withdrawals did not respond to the Leaver survey.

2. **Changed Academic Program:** Three students changed their academic program prior to completion. One student changed to Associate in Arts, one to Associate in Science, and one to Business Administration.

E. Successful Placement: The related employment and/or enrollment in additional education rate of the graduates responding to the survey is 0%, 0 in related employment and 0 enrolled in additional education. The one-year follow-up (Alumni Survey-Job Link) of 2020-21 graduates showed no more graduates in related employment or enrolled in additional education for a placement rate of 50%.

F. Employer Survey Results: *(0 surveys, 0 responses)*: The graduate is not in related employment.

G. Certification/Licensure: Not applicable.

H. Advisory Committee The Advisory Committee met April 29th, 2022 and minutes are on file. The faculty discussed with the Advisory Committee about the programs decreasing enrollment from the previous year. The Committee discussed ways to increase recruitment and retention. Some suggestions were to continue to use Coastal's social media, create billboard advertisements, visit local high schools, and meet with student athletes and coaches.

I. Student Opinion Survey (point scale): The opinion survey reveals that:
Withdrawals did not rate services.
Graduates rated Quality of Instruction in Program Areas, Quality of Instruction in Other Courses, Overall Quality of Academic Program, Teaching Facilities, and Equipment excellent.

III. Program Status & Plans - Next 1 to 2 Years *(Faculty/Dept. Head/Division Chair Section)*

A. Staffing: The program is staffed with the equivalent of one full-time SACSCOC-qualified instructor.

B. Facilities/Equipment: The renovated fitness lab provides necessary space and equipment to support hands-on activities.

C. Employment Demand:

Fitness Trainers and Aerobics Instructors

Nationally, this occupation is expected to increase by 39% through 2030. In North Carolina, this occupation is expected to increase 14% through 2028. There are 2,190 annual vacancies expected for this occupation in North Carolina.

Average Salary	Minimum Annual/Hour	Median Annual/Hour	High Annual/Hour
National	$22,960/ $11.04	$40,700/ $19.57	$75,940/ $36.51
State	$23,550/ $11.32	$40,850/ $19.64	$59,950/ $28.82
Local	$22,740/ $10.93	$36,560/ $17.58	$45,510/ $21.88

http://www.onetonline.org

D. Trends: As Americans continue to focus on fitness and wellness issues, educated, certified, and experienced fitness professionals will be in demand. The US Bureau of Labor Statistics predicts employment of fitness trainers and instructors to grow by 19% from 2021 to 2031.

IV. Data Page

A. Operating Budget:

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2021-22	0	0	428	428	75	90
2020-21	0	0	4,559	4,155	400	221
2019-20	0	0	4,025	3,194	121	120
2018-19	0	0	11,535	11,550	86	67
2017-18	0	0	1,626	1,610	1,858	1,929

Graduation Rate/Successful Placement Scale (Internal Benchmark)
Unsatisfactory   Satisfactory
0-49%.................................50-100%

B. Enrollment:

1. Associate (A45630)

	Headcount		Grads		FTE			
	FRS	Annual Undup.	No.	%	Fall	Spring	Summer	Total
2021-22	14	23	1	8	7.16	5.44	2.44	15.04
2020-21	12	22	5	29	5.34	6.50	2.16	14.00
2019-20	17	34	6	24	12.50	11.16	2.66	26.32
2018-19	25	48	8	24	17.45	13.88	3.10	34.43
2017-18	33	59	9	21	18.35	16.67	4.41	39.43

2. Diploma (D45630)

	Headcount		Grads	
	FRS	Annual Undup.	No.	%
2021-22	2	2	0	0
2020-21	5	5	5	100
2019-20	6	6	6	100
2018-19	7	7	7	100
2017-18	7	7	7	100

3. Health and Fitness Science Certificate (C45630)

	Headcount		Grads	
	FRS	Annual Undup.	No.	%
2021-22	0	0	0	0
2020-21	4	4	4	100
2019-20	7	7	7	100
2018-19	7	7	7	100
2017-18	14	14	14	100

C. Unduplicated Program Graduates 2021-22:

	Graduates	Associate Degree	Diploma	Health and Fitness Science Certificate
Associate Degree	1	N/A	0	0
Diploma	0	0	N/A	0
Health and Fitness Science Certificate	0	0	0	N/A

D. Job Placement Follow-Up Results:

	Re-sponses	Related Employ.	Unrelated Employ.	Un-employ.	More Educ.	Un-known	1-yr Follow-up Related Emp.
2021-22	1	0 (0%)	1	0	0	0	
2020-21	2	0 (0%)	0	2	1	0	Unch (0%)
2019-20	7	1 (14%)	6	0	3	0	Unch (14%)
2018-19	10	4 (40%)	4	1	6	0	Unch (40%)
2017-18	12	2 (17%)	6	4	7	0	Unch (17%)

2018-19 – Two graduates enrolled in additional education are also in related employment.
2017-18 – One graduate enrolled in additional education is also in related employment.
Note: Employment status percents are calculated using number of responses.

E. Student Opinion Survey Results:

Excellent	Above Avg.	Average	Below Avg.	Poor
5 - - - - - -	- - - - 4 - - - -	- - - 3 - - -	- - - 2 - - -	- - - 1

	Graduates (1 of 1)	Withdrawals (0 of 13)
Quality of Instruction in Program Areas	5.00	N/A
Quality of Instruction in Other Courses	5.00	N/A
Overall Quality of Academic Program	5.00	N/A
Teaching Facilities	5.00	N/A
Equipment	5.00	N/A

F. Employer Survey Results (0 of 0): Evaluation of Students in Related Field Only
Employer Response to Survey Questions

1. Performance of vocational or technical skills   N/A
2. Effective communication in speaking, writing, reading and listening   N/A
3. Demonstrates the needed math skills   N/A
4. Uses information to analyze problems and make logical decisions   N/A
5. Demonstrates good work habits   N/A
6. If the need arises, would you hire a Coastal graduate in the future?   N/A
7. Overall rate of satisfaction with Coastal graduate employee   N/A

V.   Quality Review Summary

A. Strengths:
The renovated fitness lab area facilitates hands-on activities to enhance student learning. The College budget has supported the program to ensure that resources are available to provide the necessary equipment, and supplies. Our program now offers seated, online, and hybrid courses. By providing these options, the program can meet the needs of a variety of students. Faculty continue to pursue professional development to expand knowledge and teaching skills. Student surveys completed by graduates indicate satisfaction with the quality of the program and instruction.

B. Weaknesses:
Recruitment, retention, and graduation rates are low. Currently, there are no articulation agreements to benefit students who continue to a four-year exercise science program. More community awareness is needed for the program.

C. Progress and Response to Objectives Set and Printed in 2020-21 DTA

1. Finalize and complete the articulation agreement for the Exercise Science and/or Healthful Living and Fitness Education programs at UNCW. **CONTINUE AS REVISED**
2. Work with college store manager to sell HFS program merchandise to promote program. **CONTINUE AS REVISED**
3. To illuminate pathways, Department Head will meet with students to discuss their specific career goals and help determine the best course of study to match those specific goals. **COMPLETE AND ONGOING**
4. Meet with creative strategy specialist to set up media day to promote program on social media. Personalize the electronic billboard. **COMPLETE AND ONGOING** – We scheduled time PIO take photos for the social media pages and billboard.
5. Create welcome video for the HFS program to be placed on website and Coastal's social media pages. **CONTINUE AS REVISED**
6. The Division Chair and Department Head are going to analyze courses with unsatisfactory success rates to determine strategies for improvement. **COMPLETE AND ONGOING**

D. Summary of Improvements and/or Budget Decisions Based On Analysis

1. Rack cards were delivered to local high schools and gyms to promote the program.
2. Program was advertised on Coastal's Facebook page to ensure more visibility for the Health and Fitness Science program.
3. Communicated with all students currently enrolled and those who have expressed interest in the program through e-mails, phone calls, and in-person meetings. Discussed students' goals to determine if the program was a good fit. Communicated with current students to make sure they are on the correct path to complete their certificate, diploma, and/or degree. Created vision boards that allow students to clearly see their goals and set up action steps to achieve their specific goal(s). Sent job/employment opportunities to all HFS students.
4. Created class projects that were more aligned with students' areas of interest. Discussed solutions to overcome any issues that may arise in their schooling and/or personal lives that may interfere with completion of courses and program. Informed students of campus resources that can assist them in being successful in class and on their path to graduation (i.e. Success Coaches, the Writer's Center, math lab, WIOA, etc.). Gave extra credit to students who utilized campus resources to improve their grades. Encouraged students to take part in campus events to feel more connected to Coastal and other classmates in the HFS program.

E. Program Objectives/Action for the Next 1 to 2 Years

1. Review the articulation agreement for the Exercise Science and/or Healthful Living and Fitness Education programs at UNCW. Contact NC Colleges and Universities about articulation agreements for the Exercise Science and/or Healthful living and Fitness Education Programs; i.e. ECU, UNC Ashville, UNC Greensboro, and Appalachian State.
2. Contact company to get pricing/estimates on the merchandise (shirts, hats, etc.) to promote the HFS program.
3. Create welcome video about the program to be placed on website and Coastal's social media pages and update HFS program website photo to better promote the program.
4. Collaborate with Student Services for Program Director to attend high school events to promote the HFS program at local High schools with HFS 212 Exercise Programming class projects.
5. To illuminate pathways, we will utilize the new Progress feature in WebAdvisor to assist with tracking student progress and advising students in the program.

F. Program/Student Learning Outcomes at Program Completion

83.3%   1. 100% of the students will successfully complete the capstone course with a "C" or better.

2. Graduates of the Health and Fitness Science program will be employed in the field.

0%   a. 50% of the graduates of the Health and Fitness Science program responding to the Graduate/Completer Survey will report employment in the field or continuing their education.

50%   b. 75% of the previous year graduates of the Health and Fitness Science program responding to the Alumni Survey distributed one year after graduation will report employment in the field.

3. Employers of the Health and Fitness Science program graduates will rate the academic skills of the employees as above average or better.

1. N/A
2. N/A
3. N/A   a. The Employer Survey conducted each year will rate the graduates as above average on the three course area performance (competency) survey questions. "Above average" is higher than a 3.0 on a 5-point scale; however, if any of the three survey questions has an individual rating below 3.0, that individual course area performance will be reviewed further.

N/A   b. 90% of the respondents to an Employer Survey conducted each year will respond that they would employ future graduates of the Health and Fitness Science program.

Student Outcomes/Competency Evaluation:

The student outcomes/student competency is measured in the capstone course, HFS 212 Exercise Programming, which is a class in the last semester of the Diploma program. The capstone course requires students to write an individualized training program. Through this project, students demonstrate the competencies, knowledge, and critical thinking skills necessary to work as a personal trainer, group exercise instructor, or fitness facilities manager. Courses are sequenced in this manner to ensure students are able to earn a credential (i.e., the diploma) after the first year of coursework.

Capstone Course
HFS 212 Exercise Programming

Grade Distribution				Graduates	
Grade	# of Students	%		# of Students	Term
A	5	83.33%		0	2022SP
F	1	16.67%			
	6				
Retention Rate:		100%			

HOSPITALITY MANAGEMENT (A25110)

Hospitality Management Diploma (D25110); Hospitality Specialist (C25110), Hospitality Food and Beverage Specialist Certificate (C25110F), Hospitality Supervisor I Certificate (C25110A)

I. Description

This curriculum prepares individuals to understand and apply the administrative and practical skills needed for supervisory and managerial positions in hotels, motels, resorts, inns, restaurants, institutions, and clubs. Coursework includes guest services, leadership, management, restaurant operations, lodging operations, marketing, sanitation, food preparation, food and beverage management, and other critical areas. Graduates should qualify for management or entry-level supervisory positions in food and lodging operations, including restaurants, food service, beverage service, catering, front office, reservations and housekeeping. Opportunities are also available in product services, and technology support and sales.

II. Analysis of Desktop Audit Summary Data

A. Enrollment: The associate annual unduplicated headcount for 2021-22 was 24, a 20% decrease from the previous year. The freshman headcount was 10, a 52% decrease from the previous year. The diploma annual unduplicated headcount for 2021-22 was 4, a 56% decrease from the previous year. The freshman headcount was 4, a 50% decrease from the previous year. The certificate annual unduplicated headcount for 2021-22 was 6, a 45% decrease from the previous year. The freshman headcount was 6, a 45% decrease from the previous year.

B. Graduation Rate: The associate graduation rate was 14%, 3 graduates; diploma graduation rate was 50%, 2 graduates; certificate graduation rate was 67%, 4 graduates. The graduate unduplicated headcount was 7.

Goal Accomplishment of Graduates:

1. Of the 7 graduating students, 4 responded to the graduate survey. All graduates stated that their goal was to obtain a degree/diploma/certificate.

2. Upon graduating, 100%, (4 graduates) of those responding to the survey said that they had fully accomplished their goal.

C. Goal Accomplishment of Students Who Did Not Intend to Complete Program (*primary goal-Job enhancement in current employment or for a new field of employment, personal interest, or transfer*)**:** N/A

D. Early Leavers in 2021-22:

1. **Withdrawals from the College:** Of the 15 students withdrawing from the College (44% withdrawal rate), none responded to the Leaver survey.

Goal Accomplishment of Withdrawals: Withdrawals did not respond to the Leaver survey.

2. **Changed Academic Program:** Three students changed their academic program prior to completion. One changed to Associate in Arts and two to Culinary Arts.

E. Successful Placement: The related employment and/or enrollment in additional education rate of the graduates responding to the survey or through Department Head feedback is 75%, 3 in related employment and 1 enrolled in additional education. One student enrolled in additional education is also in related employment and not calculated in the placement rate. The one-year follow-up (Alumni Survey-Job Link) of 2020-21 graduates showed no more graduates in related employment or enrolled in additional education for a placement rate of 100%.

F. Employer Survey Results (*3 surveys, 1 response, 0 do not contact*)**:** The graduate working in this field was rated excellent by the employer. Overall rate of satisfaction of employers with graduate employees was above average. 100% said they would hire future Coastal graduates.

G. **Certification/Licensure:** The 2021-22 National Restaurant Association's ServSafe® certification/licensure first-time passing rate was 50%. A total of two HRM students were enrolled in the class. The student who failed on the first try passed on the second attempt.

H. **Advisory Committee**: A joint Advisory Committee meeting was held with the Culinary Arts and Hospitality Management departments on April 27, 2022 at 12:00pm at the Culinary Technology Building. Professional chefs and hospitality managers from Onslow County were in attendance. Much of the discussion centered on the after-effects and impact of the COVID-19 pandemic on the hospitality and culinary industries, specifically in Jacksonville and Onslow County. Most conversation centered on the lack of employees that were available and how this has an impact on customer service and hours of operation. The Hospitality Management program of study and student outcomes were discussed with the Advisory Committee.

Most agreed that it would be a while until the business gets back to normal and more employees would be available to be hired.

I. **Student Opinion Survey** (5-point scale)**:** The opinion survey reveals that:
Withdrawals did not rate services.
Graduates rated Quality of Instruction in Program Areas, Quality of Instruction in Other Courses, Overall Quality of Academic Program, Teaching Facilities, and Equipment excellent.

III.   Program Status & Plans - Next 1 to 2 Years (*Faculty/Dept. Head/Division Chair Section*)

A. **Staffing:** The program is staffed with the equivalent of 1.20 full-time faculty with 8.30% of classes being taught by adjunct faculty. A full-time Business Administration and Accounting and Finance instructor taught one curriculum course in the Fall and Spring semesters.

B. **Facilities/Equipment:**
Classroom space in all areas is adequate.

C. **Employment Demand**
Hotel/Motel Managers, Lodging Managers
Nationally, the need for hotel and lodging managers is expected to decrease 12% through 2030. The latest data In North Carolina projected a 6% decrease through 2028. There are 130 annual vacancies expected for this occupation in North Carolina.

Average Salary	Minimum Annual/Hour	Median Annual/Hour	High Annual/Hour
National	$35,530/$17.08	$59,430/$28.57	$103,780/$49.89
State	$40,810/$19.62	$77,550/$37.29	$118,740/$57.09
Local	N/A	N/A	N/A

http://www.onetonline.org
Hotel, Motel Desk Clerks
Nationally, this occupation is expected to increase 16% through 2030. In North Carolina, this occupation is expected to decrease 4% through 2028. There are 1,470 annual vacancies expected for this occupation in North Carolina.

Average Salary	Minimum Annual/Hour	Median Annual/Hour	High Annual/Hour
National	$21,440/$10.31	$28,080/$13.50	$36,470/$17.54
State	$18,040/$8.67	$23,500/$11.30	$29,390/$14.13
Local	$17,140/$8.24	$21,770/$10.47	$27,780/$13.36

http://www.onetonline.org

D. **Trends:** The hospitality and tourism industry was one of the fastest-growing collections of industries in the world until the COVID-19 pandemic shutdowns in February 2020. The COVID-19 pandemic caused the biggest economic loss in the hospitality and tourism industries in modern history, surpassing the losses of September 11, 2001 and the worldwide economic crisis from 2007-2013. However, after two years of significant decreases, 2021 was a banner year in tourism and hospitality industry nationwide and in North Carolina.

According to Visit North Carolina, a department under the Economic Development Partnership of NC, the North Carolina tourism industry saw a major recovery in 2021 vs. 2020 with $28.9 billion in visitor spending. The total falls just one percent below the record set in 2019 and represents a 45% increase from the pandemic-stricken 2020. Total Direct Visitors Spending increased 44.9% to $28.9 billion in 2021 from $19.9 billion in 2020.

Total Direct Tourism Employment increased 10.5% to 197,500 from 2020 to 2021. In Onslow County, Total Visitors Spending was $338 million, an increase of 37.2%, versus 2020. Occupancy Tax collection for Onslow County increased dramatically and was up 57% in 2021 compared to 2020.

The program is preparing students for entry-level supervisor and management positions in hotels, restaurants, resorts, airlines, cruise lines, and clubs and in resort management and event planning. The City of Jacksonville's future plans includes a sports and convention center. The College would be poised to provide the expertise to realize that dream. This would also provide employment opportunities for Hospitality Management graduates.

IV.   Summary Data

A. Operating Budget:

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2021-22	0	0	2,157	1,962	100	0
2020-21	0	0	2,500	2,407	0	20
2019-20	0	0	4,210	1,824	300	169
2018-19	14,170	14,106	500	250	200	(4)
2017-18	0	0	1,456	1,455	472	315

2019-20 – Chairs were budgeted but, due to COVID, were not ordered.
2018-19 – The Equipment sales were used to purchase a point of sale.

Graduation Rate/Successful Placement Scale (Internal Benchmark)
Unsatisfactory   Satisfactory
0-49%..................…………50-100%

B. Enrollment:

1. Associate (A25110)

	Headcount		Grads		FTE			
	FRS	Ann'l Undup.	No.	%	Fall	Spring	Summer	Total
2021-22	10	24	3	14	6.06	8.91	2.22	17.19
2020-21	21	30	7	58	5.19	9.56	5.06	19.81
2019-20	12	19	2	17	4.95	4.88	2.38	12.21
2018-19	12	18	5	63	4.44	5.97	3.19	13.60
2017-18	8	19	9	69	5.78	11.22	3.31	20.31

2. Diploma (D25110)

	Headcount		Grads	
	FRS	Ann'l Undup.	No.	%
2021-22	4	4	2	50
2020-21	8	9	8	100
2019-20	5	5	3	60
2018-19	6	6	5	83
2017-18	8	8	8	100

3. Hospitality Specialist Certificate (C25110)

	Headcount		Grads	
	FRS	Ann'l Undup.	No.	%
2021-22	2	2	1	50
2020-21	8	8	8	100
2019-20	7	7	6	86
2018-19	4	4	4	100
2017-18	7	7	7	100

4. Hospitality Food and Beverage Specialist Certificate (C25110F)

	Headcount		Grads	
	FRS	Ann'l Undup.	No.	%
2021-22	3	3	2	67
2020-21	8	8	8	100
2019-20	3	3	3	100
2018-19	4	4	4	100
2017-18	7	7	7	100

5. Hospitality Supervisor I (C25110A)

	Headcount		Grads	
	FRS	Ann'l Undup.	No.	%
2021-22	3	3	3	100
2020-21	9	9	9	100
2019-20	4	4	4	100
2018-19	5	5	5	100
2017-18	10	10	10	100

6. Hospitality Supervisor II (C25110B)

	Headcount		Grads	
	FRS	Ann'l Undup.	No.	%
2021-22	N/A	N/A	N/A	N/A
2020-21	N/A	N/A	N/A	N/A
2019-20	N/A	N/A	N/A	N/A
2018-19	4	4	4	100
2017-18	9	9	9	100

7. Hospitality Manager (C25110M)

	Headcount		Grads	
	FRS	Ann'l Undup.	No.	%
2021-22	N/A	N/A	N/A	N/A
2020-21	N/A	N/A	N/A	N/A
2019-20	N/A	N/A	N/A	N/A
2018-19	4	4	4	100
2017-18	10	10	10	100

C. Unduplicated Program Graduates 2021-22:

	Grads	Associate	Diploma	C25110	C25110F	C25110A
Associate	3	N/A	1	1	1	1
Diploma	2	1	N/A	1	1	1
C25110	1	1	1	N/A	1	1
C25110F	2	1	1	1	N/A	1
C25110A	3	1	1	1	1	N/A

Note: The table shows students who graduated with one or more credential.

D. Job Placement Follow-Up Results:

	Re-sponses	Related Employ.	Unrelated employ.	Un-employ.	More Educ.	Un-known	1-yr Follow-up Related Emp.
2021-22	4	3 (75%)	0	1	1	0	
2020-21	6	4 (67%)	0	2	4	0	Unch (67%)
2019-20	4	3 (75%)	0	1	1	0	Unch (75%)
2018-19	6	4 (67%)	1	1	4	0	1 (83%)
2017-18	8	3 (38%)	2	3	2	0	Unch (38%)

2021-22 – One graduate enrolled in additional education is also in related employment.
2020-21 – Two graduates enrolled in additional education are also in related employment.
2019-20 – One graduate enrolled in additional education is also in related employment.
2018-19 – Three graduates enrolled in additional education are also in related employment.
2017-18 – Two graduates enrolled in additional education are also in related employment.

E. Certification/Licensure Results:

	No. Tested	No. 1st Time Passing	No. Failed	% 1st Time Passing	Retake Pass	Overall % Pass
2021-22	2	1	1	50	1	100
2020-21	3	3	0	100	0	100
2019-20	5	4	1	80	0	80
2018-19	5	2	3	40	2	80
2017-18	7	6	1	86	0	86

F. Student Opinion Survey Results:

Excellent	Above Avg.	Average	Below Avg.	Poor
5 - - - - - -	- - - 4 - - - -	- - - 3 - - - -	- - - 2 - - - -	- - - - 1

	Graduates (4 of 7)	Withdrawals (0 of 15)
Quality of Instruction in Program Area	5.00	N/A
Quality of Instruction in Other Courses	4.50	N/A
Overall Quality of Academic Program	5.00	N/A
Teaching Facilities	4.75	N/A
Equipment	4.75	N/A

G. Employer Survey Results (1 of 3): Evaluation of Students in Related Field Only
Employer Response to Survey Questions

1. Performance of vocational or technical skills   4.00
2. Effective communication in speaking, writing, reading and listening   5.00
3. Demonstrates the needed math skills   4.00
4. Uses information to analyze problems and make logical decisions   5.00
5. Demonstrates good work habits   5.00
6. If the need arises, would you hire a Coastal graduate in the future?   100% Yes
7. Overall rate of satisfaction with Coastal graduate employee.   5.00

V.   Quality Review Summary

A. Strengths: Jacksonville and Onslow County have a tremendous need for trained and educated employees to fill positions at the many restaurants, hotels, officer clubs on the Marine bases, private clubs, and golf clubs. Through the students' Work-Based Learning (WBL) internships in local hotels, restaurants, and other hospitality venues, the Department is building a good rapport with owners, management, and employees to work on finding and recruiting new students, as well as job placement for graduates. A major strength of the program is the College's relationship with the USMC. One of the members of the Advisory Committee is the Director of Lodging for Marine Corps Base Camp Lejeune through MCCS and the students have completed field trips to properties on base. Also, with the proximity of the Onslow County beach resort cities and towns, we have been able to provide a WBL experience in Vacation Property Management. The City of Jacksonville's future plans includes a sports and convention center. The College would be poised to provide the expertise to realize that dream. This would also provide employment opportunities for Hospitality Management graduates. One of our Advisory Committee members is the Executive Director of the Jacksonville Onslow Sports Commission. We had one of our students complete her Work-Based Learning courses with them.

B. Weaknesses: The hospitality industry is bouncing back from the economic devastation brought on by the COVID-19 pandemic. There is a shortage of employees in the hospitality industry in general, specifically in Onslow County. It is even more prevalent now with the recovery. Enrollment in the Hospitality Management program has been directly impacted by these conditions. The lack of full-service hotels, resorts, and fine dining restaurants in the Jacksonville and Onslow County area is also a challenge.

C. Progress and Response to Objectives Set and Printed in 2020-21 DTA
1. Attend career and college fairs at the high schools in Onslow County in order to educate and recruit local high school graduates. **CONTINUE**
2. Investigate strategies to allow students at the Eastern North Carolina Regional Skills Center studying Hospitality Management, to dually enroll in our Hospitality Management program. **CONTINUE**
3. Establish a relationship with the High School Liaison to coordinate visits at the high schools. **COMPLETE AND ONGOING**
4. Coordinate an Articulation Agreement with the high schools and Eastern North Carolina Regional Skills Center to allow dual enrollment (CCP) for students interested in taking courses in Hospitality Management. **CONTINUE AS REVISED**
5. Work with the High School Liaison to reestablish high school student visitation to the Hospitality and Culinary Lab. **COMPLETE AND ONGOING.**
6. Identify students who are underperforming and work with Student Success Coaches to provide advice in order to identify areas that are affecting poor performance. **COMPLETE AND ONGOING**
7. Implement the UNC-WorldView curriculum for HRM 180 The Business of Tourism. **CONTINUE**
8. Work with each student to set clear academic and professional goals as they pertain to them individually. **COMPLETE AND ONGOING**
9. Identify and implement strategies to improve the retention of students in the program. **COMPLETE AND ONGOING**

D. Summary of Improvements and/or Budget Decisions Based On Analysis
1. Membership in the Academic Division of the American Hotel and Lodging Association has given the program updates on industry conditions and needs for employment and dealing with the COVID-19 pandemic. This information is shared with students and incorporated into HRM courses.
2. Support and training with the point of sale system are provided by NCR/Aloha and utilized in the HRM 215A Restaurant Management lab.
3. For the first time in 2021, students interested in Hospitality Management and Culinary Arts for Career Expo were bussed from the main campus to the Culinary Technology Building for presentations and student experience at our state-of-the-art facility. Students, and especially the high school teachers and administrators, were highly impressed with the facility and experience.

E. Program Objectives/Actions for the Next 1 to 2 Years
1. Attend career and college fairs at the high schools in Onslow County in order to educate and recruit local high school graduates.
2. Investigate strategies to allow students at the Eastern North Carolina Regional Skills Center studying Hospitality Management to dually enroll in our Hospitality Management program.
3. Coordinate a CCP pathway with the high schools and Eastern North Carolina Regional Skills Center to allow dual enrollment (CCP) for students interested in taking courses in Hospitality Management.

4. Implement the UNC-WorldView curriculum for HRM 180 The Business of Tourism.
5. Incorporate the requested Career and College Promise participation within the Hospitality Management Program, and submit a proposed Certificate for CCP students that is currently approved and being utilized by other Hospitality Management Programs in North Carolina community colleges.
6. Increase Hospitality Management enrollment with the increase of the Culinary Arts cohort class from 15 (due to COVID-19 safety precautions) back to 20 students. Culinary Arts students can attain both AAS degrees in HRM and CUL in three years. With lower Culinary Arts enrollment, there has been a decrease in those graduates entering the HRM program.
7. Identify and early engage those students who are underperforming. Direct them to the appropriate resources needed for assistance (i.e. The Writer's Center, the Math Lab) and include a Success Coach when deemed necessary.

F. Program/Student Learning Outcomes at Program Completion

1. Graduates of the Hospitality Management program will demonstrate competency in management skills and procedures.
   100% a. At the close of the final semester, 90% of the students will be able to demonstrate the ability to utilize front office operating systems and point of sale systems, including cost control and inventory systems.
   100% b. 100% of the students will pass a nationally-recognized food safety/sanitation exam.
   100% c. Upon completion, students will demonstrate, with 90% proficiency, the ability to design an effective marketing plan for various sectors of the hospitality industry.
2. Graduates of Hospitality Management will be employed in the field.
   100% a. 70% of the graduates responding to the Graduate/Completer Survey will report employment in the field or continuing their education.
   75% b. 75% of the previous year graduates responding to the Alumni Survey will report employment in the field or continuing their education.
3. Employers of the Hospitality Management program graduates will rate their technical and academic skills as average or above.
   1. 4.00
   2. 5.00 a. The Employer Survey conducted each year will rate the graduates as above average on the three course area performance (competency) survey questions. "Above average" is higher than a 3.0 on a 5-point scale; however, if any of the three survey questions has an individual rating below 3.0, that individual course area performance will be reviewed further.
   3. 4.00
   100% b. 80% of the respondents to the Employer Survey conducted each year will respond that they would employ future graduates of the Hospitality Management program.

Student Outcomes/Competency Evaluation:

The student outcomes/competency is measured in a capstone course, HRM 280 Mgmt Problems-Hospitality. This class is offered in the final semester of the program. The class is structured to allow the student to utilize all of the core curriculum principles they have learned throughout the program in a number of in-class case studies, and apply those competencies to a research paper that is due at the end of the semester. Formative assessment is used throughout the semester in the form of verbal and written feedback from the instructor and evaluations on assignments, tests, and exams that deal specifically with problems and problem solutions with issues pertaining to the hospitality and tourism industry. Summative evaluation is utilized through the results of the research paper semester course work and dialog, and a midterm and final exam at the end of the semester.

Capstone Course
HRM 280 Management Problems Hospitality

Grade Distribution		
Grade	**# of Students**	**%**
A	3	60%
A-	1	20%
B+	1	20%
	5	
Retention Rate:		100%

Graduates	
# of Students	**Term**
3	2022SP

INFORMATION TECHNOLOGY – INFORMATION SYSTEMS (A25590I)

Information Systems Certificate (C25590I)

I.   Description

The Information Systems curriculum is designed to prepare graduates for employment with organizations that use computers to process, manage, and communicate information. This is a flexible curriculum that can be customized to meet community information systems needs.

Coursework will develop a student's ability to communicate complex technical issues related to computer hardware, software, and networks in a manner that computer users can understand. Classes cover computer operations and terminology, operating systems, database, networking, security, and technical support. Graduates should qualify for employment in entry-level positions with businesses, educational systems, and governmental agencies which rely on computer systems to manage information. Graduates should be prepared to sit for industry-recognized certification exams.

II.   Analysis of Desktop Audit Summary Data

A. Enrollment: The Information Technology–Information Systems annual unduplicated headcount for 2021-22 was 40, a 20% decrease from the previous year. The freshman headcount was 17, a 50% decrease from the previous year.

The certificate annual unduplicated headcount for 2021-22 was 26, a 44% increase from the previous year. The freshman headcount was 26, a 44% increase from the previous year.

B. Graduation Rate: The Information Systems graduation rate was 15%, 5 graduates; the certificate graduation rate was 100%, 26 graduates. The graduate unduplicated headcount is 31.

   Goal Accomplishment of Graduates:

   1.   Of the 31 graduating students, 1 responded to the graduate survey. The graduate stated his goal was to obtain a degree/certificate.

   2.   Upon graduating, 100% (1 graduate) of those responding to the survey said he had fully accomplished his goal.

C. Goal Accomplishment of Students Who Did Not Intend to Complete Program *(primary goal-Job enhancement in current employment or for a new field of employment, personal interest, or transfer)***:** N/A

D. Early Leavers in 2021-22:

   1.   **Withdrawals from the College:** Of the 12 students withdrawing from the College (30% withdrawal rate), none responded to the Leaver survey.

   Goal Accomplishment of Withdrawals: Withdrawals did not respond to the Leaver survey.

   2.   **Changed Academic Program:** Seven students changed their academic program prior to completion. Two changed to Computer Programming and Development, two to Systems Security, one to Network Management, one to Medical Office Administration, and one to Automotive Systems Technology.

E. Successful Placement: The related employment and/or enrollment in additional education rate of the graduates responding to the survey is 100%, 0 in related employment and 1 enrolled in additional education. The one-year follow-up (Alumni Survey-Job Link) of 2020-21 graduates showed one more graduate in related employment or enrolled in additional education for a placement rate of 40%.

F. Employer Survey Results: *(0 surveys, 0 responses)*: No graduates are in related employment.

G. Certification/Licensure: Not applicable.

H. Advisory Committee: This year's meeting was focused on preparing students for graduation through practicing interview skills, writing effective résumés, and attaining certifications. We are working toward a system where committee members would help with some of the interview process so that students truly would have no familiarity with their "potential employers" in order to create a more authentic interview situation. We will continue to rely on the Career Center for résumé and interview tips. We also continue to search out internship positions for students to gain real-world experience. We were successful in finding one business in town that offered a short-term unpaid internship for a current student that was eventually converted into a full-time position.

I. Student Opinion Survey (5-point scale): The opinion survey reveals that:
Withdrawals did not rate services.
Graduates rated Quality of Instruction in Program Areas, Quality of Instruction in Other Courses, Overall Quality of Academic Program, Teaching Facilities, and Equipment excellent.

III.   Program Status & Plans - Next 1 to 2 Years *(Faculty/Dept. Head/Division Chair Section)*

A. Staffing: The program is adequately staffed with the equivalent of 5.64 SACSCOC-qualified full-time instructors. On average, 30.73% of all classes are taught by adjunct faculty.

B. Facilities/Equipment: The classroom computers and software are adequate for current course offerings.

C. Employment Demand:

Computer Support Specialist
Nationally, opportunities for computer support specialists are expected to increase faster than average with 9% growth through 2030. In North Carolina, this occupation is expected to increase 12% through 2028. There are 2,350 annual vacancies expected for this occupation in North Carolina.

Average Salary	Minimum Annual/Hour	Median Annual/Hour	High Annual/Hour
National	$34,220/$16.45	$49,770/$23.93	$91,060/$43.78
State	$29,910/$14.38	$48,380/$23.26	$78,440/$37.71
Local	$26,540/$12.76	$46,240/$22.23	$61,370/$29.51

http://www.onetonline.org

D. Trends: Artificial intelligence (AI) continues to advance and affect many aspects of society, from the development of smarter "smart" consumer devices to business tools such as whiteboards and videoconferencing software. Augmented and virtual reality (AR/VR) will also see more widespread use as businesses continue to allow employees to work remotely. Blockchain technology is also expanding the way that data is stored and providing users of the technology new avenues to share multiple types of data, from medical records to financial transactions.

IV.   Summary Data

A. Operating Budget:

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2021-22	0	0	1,980	2,025	0	0
2020-21	0	0	2,000	1,997	0	0
2019-20	0	0	2,187	1,186	318	320
2018-19	0	0	3,942	3,575	0	(4)
2017-18	0	0	57	118	23	47

2020-21 – Dual monitors were purchased for the classrooms in the BT building utilizing Perkins Grant Funds.

Graduation Rate/Successful Placement Scale (Internal Benchmark)
Unsatisfactory   Satisfactory
0-49%...............................50-100%

B. Enrollment:

1. Information Systems Associate (A25590I)

	Headcount		Grads		FTE			
	FRS	Ann'l Undup.	No.	%	Fall	Spring	Summer	Total
2021-22	17	40	5	15	10.63	13.44	6.25	30.32
2020-21	34	50	6	26	11.72	16.06	4.88	32.66
2019-20	23	42	4	13	12.62	15.14	4.59	32.35
2018-19	31	52	11	26	14.62	17.86	6.73	39.21
2017-18	43	43	N/A	N/A	7.46	13.53	8.54	29.53

2. Information Systems Certificate (C25590I)

	Headcount		Grads	
	FRS	Ann'l Undup.	No.	%
2021-22	26	26	26	100
2020-21	18	18	18	100
2019-20	31	31	31	100
2018-19	30	30	29	97
2017-18	17	17	17	100

3. Computer Information Technology Associate (A25260)

	Headcount		Grads		FTE			
	FRS	Ann'l Undup.	No.	%	Fall	Spring	Summer	Total
2021-22	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019-20	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2018-19	0	6	5	100+	1.94	1.81	0.00	3.75
2017-18	3	39	13	27	11.88	8.75	1.44	22.07

C. Unduplicated Information Systems Graduates 2021-22:

	Graduates	Associate Degree	Certificate
Associate Degree	5	N/A	0
Certificate	26	0	N/A

D. Job Placement Follow-up Results for Information Systems:

	Re-sponses	Related Employ.	Unrelated employ.	Un-employ.	More Educ.	Un-known	1-yr Follow-up Related Emp.
2021-22	1	0 (0%)	0	1	1	0	
2020-21	5	1 (20%)	1	3	1	0	1 (40%)
2019-20	5	0 (0%)	2	3	4	0	Unch (0%)
2018-19	24	7 (29%)	7	5	8	0	Unch (29%)
2017-18	N/A	N/A	N/A	N/A	N/A	N/A	

2020-21 – One graduate enrolled in additional education is also in related employment.
2018-19 – Two graduates enrolled in additional education are also in related employment.

E. Job Placement Follow-Up Results for Computer Information Technology:

	Re-sponses	Related Employ.	Unrelated employ.	Un-employ.	More Educ.	Un-known	1-yr Follow-up Related Emp.
2021-22	N/A	N/A	N/A	N/A	N/A	N/A	
2020-21	N/A	N/A	N/A	N/A	N/A	N/A	
2019-20	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2018-19	5	1 (20%)	2	2	2	0	Unch (20%)
2017-18	11	3 (27%)	3	5	8	0	Unch (27%)

2017-18 – One graduate enrolled in additional education is also in related employment.
Note: Employment status percents are calculated by using number of responses.

F. Student Opinion Survey Results:

Excellent	Above Avg.	Average	Below Avg.	Poor
5 - - - - - -	- - - - 4 - - - -	- - - 3 - - -	- - - 2 - - -	- - - 1

	Graduates (1 of 31)	Withdrawals (0 of 12)
Quality of Instruction in Program Areas	5.00	N/A
Quality of Instruction in Other Courses	5.00	N/A
Overall Quality of Academic Program	5.00	N/A
Teaching Facilities	5.00	N/A
Equipment	5.00	N/A

G. Employer Survey Results (0 of 0):   Evaluation of Students in Related Field Only

Employer Response to Survey Questions

1. Performance of vocational or technical skills   N/A
2. Effective communication in speaking, writing, reading and listening   N/A
3. Demonstrates the needed math skills   N/A
4. Uses information to analyze problems and make logical decisions   N/A
5. Demonstrates good work habits   N/A
6. If the need arises, would you hire a Coastal graduate in the future?   N/A
7. Overall rate of satisfaction with Coastal graduate employee   N/A

V.   Quality Review Summary

A. Strengths: Students are taught the necessary computer skills in this curriculum to become technicians in this field. The students are exposed to project management concepts and are provided hands-on experiences in the different classes in the curriculum.

B. Weaknesses: Finding local business that are willing to allow students a chance to get actual hands-on experience as a class project has proven to be difficult. The cost of certifications that will help students be competitive in the job market remains high.

C. Progress and Response to Objectives Set and Printed in 2020-21 DTA
1. Investigate on- and off-campus opportunities for students to gain more hands-on experience working with systems design, development, and maintenance. **COMPLETE**
2. Revise the Faculty Advising process to require students to meet with Advisors at least twice a semester to discuss progress toward graduation. **COMPLETE**
3. Work closely with Coastal's liaisons to identify high school students who are interested in computer-related programs. **CONTINUE**
4. Work closely with local businesses and Coastal's Career Center and IT Department to prepare students for the job seeking and interview processes. **CONTINUE**
5. Identify student performance and at-risk behavior early in the semester to intervene for increased student success. **COMPLETE AND ONGOING**

   6. Investigate and implement strategies to improve the success rate in CIS 110 Introduction to Computers. **COMPLETE**

D. Summary of Improvements/Budget Decision Based On Analysis
   1. Students are meeting with Advisors after the four week mark in the semester and during the registration advisory period.
   2. A Tutoring Center was established for students to get help from CIS 110 full-time instructors to supplement the CIS 110 Tutor's offerings.
   3. Up-to-date computer components were purchased to enhance hands-onlearning in CTS 120 Hardware/Software Support.

E. Program Objectives/Action for the Next 1 to 2 Years
   1. Work closely with Coastal's liaisons to identify high school students who are interested in computer-related programs.
   2. Work closely with local businesses and Coastal's Career Center and IT Department to prepare students for the job seeking and interview processes.
   3. Contact perspective students early in the registration process to ensure placement in the correct degree pathway and to plan a course of study.
   4. Gather data to document the reasons behind student withdrawals from the program.
   5. Update CIS 110 Introduction to Computers to include Windows 11 and Office 2021 topics.
   6. Update CTS 120 Hardware/Software Support to reflect new CompTIA A+ testing objectives.
   7. Investigate the need to offer classes using different delivery methods and alternate times.
   8. Engage students using different communication tools such as VoiceThread and Microsoft Teams.
   9. Improve responses on Employer surveys.

F. Program/Student Learning Outcomes at Program Completion
   1. Graduates of the Information Technology-Information Systems program will be employed in computer and related fields.

100%   a. 50% of the graduates of the Information Technology-Information Systems program responding to the Graduate/Completer Survey will report employment in computer and related fields or pursuing further education.

40%   b. 70% of the previous year graduates of the Information Technology-Information Systems program responding to the Alumni Survey distributed one year after graduation will report employment in the field or continuing their education.

   2. Graduates of the Information Technology-Information Systems program will be technically proficient.

100%   At the close of their final term, 85% of the graduates will be able to evaluate the computer needs of small businesses and design, solve, and implement solutions to business problems within a given period of time as directed by the CIS faculty in the capstone course, CTS 289 System Support Project, taught in the last semester of the curriculum.

   3. Employers of graduates of the Information Technology-Information Systems program will rate the academic and technical skills of the employees as "above average".

1. N/A a. The Employer Survey conducted each year will rate the graduates as above average on the three
2. N/A   course area performance (competency) survey questions. "Above average" is higher than a 3.0 on
3. N/A   a 5-point scale rating; however, if any of the three survey questions has an individual rating below 3.0, that individual course area performance will be reviewed further.

N/A   b. 80% of the respondents to an Employer Survey conducted each year will respond that they would employ future Information Technology-Information Systems graduates.

Student Outcomes/Competency Evaluation:
The student outcomes/student competency is measured in a capstone course, CTS 289 System Support Project. In this course, students investigate a business, then design profiles, models, and processes to make the business run more efficiently. Students use the knowledge learned in CTS 285 System Analysis and Design and CTS 115 Information Systems Business Concepts to develop the profiles needed for the business. The students are required to give formal presentations in business attire, develop budgets, train staff, and install all necessary hardware and software.

Capstone Course
CTS 289 System Support Project

Grade Distribution				Graduates	
Grade	**# of Students**	**%**		**# of Students**	**Term**
A	2	33.3%		2	2022SP
A-	1	16.7%			
B	2	33.3%			
B-	1	16.7%			
	7				
Retention Rate:		100%			

INFORMATION TECHNOLOGY – COMPUTER PROGRAMMING & DEVELOPMENT (A25590P)

I. Description

The Computer Programming and Development curriculum prepares individuals for employment as computer programmers and related positions through study and applications in introduction to computers, logic, programming procedures, languages, generators, operating systems, networking, data management, and business operations.

Students will solve business computer problems through programming techniques and procedures, using appropriate languages and software. The primary emphasis of the curriculum is hands-on training in programming and related computer areas that provide the ability to adapt as systems evolve.

Graduates should qualify for employment in business, industry, and government organizations as programmers, programmer trainees, programmer/analysts, computer operators, systems technicians, or database specialists.

II. Analysis of Desktop Audit Summary Data

A. Enrollment: The Computer Programming and Development annual unduplicated headcount for 2021-22 was 49, a 9% increase from the previous year. The freshman headcount was 26, a 13% increase from the previous year.

The Computer Programming annual unduplicated headcount for 2021-22 was 1, 50% decrease from the previous year. The freshman headcount was 0, no change from the previous year. This was the former program name.

B. Graduation Rate: The Computer Programming and Development graduation rate was 22%, 5 graduates.

Goal Accomplishment of Graduates:

1. Of the 5 graduating students, 3 responded to the graduate survey. All graduates stated that their goal was to obtain a degree.

2. Upon graduating, 67% (2 graduates) of those responding to the survey said that they had fully accomplished their goal, and 33% (1 graduate) partially accomplished his goal.

C. Goal Accomplishment of Students Who Did Not Intend to Complete Program *(primary goal-Job enhancement in current employment or for a new field of employment, personal interest, or transfer)*: N/A

D. Early Leavers in 2021-22:

1. **Withdrawals from the College:** Of the 14 students withdrawing from the College (29% withdrawal rate), none responded to the Leaver survey.

Goal Accomplishment of Withdrawals: Withdrawals did not respond to the Leaver survey.

2. **Changed Academic Program:** Eight students changed their academic program prior to completion. Two students changed to Network Management, one to Information Systems, one to Systems Security, one to Associate in Arts, and three to Associate in Science.

E. Successful Placement: The related employment and/or enrollment in additional education rate of the graduates responding to the survey is 33%, 0 in related employment and 1 enrolled in additional education. The one-year follow-up (Alumni Survey-Job Link) of 2020-21 graduates showed no more graduates in related employment or enrolled in additional education for a placement rate of 50%.

F. Employer Survey Results *(0 surveys, 0 responses):* No graduates are in related employment.

G. Certification/Licensure: Not applicable.

H. Advisory Committee: This year's meeting was focused on preparing students for graduation through practicing interview skills, writing effective résumés, and attaining certifications. We are working toward a system where committee members would help with some of the interview process so that students truly would have no familiarity with their "potential employers" in order to create a more authentic interview situation. We will continue to rely on the Career Center for résumé and interview tips. We also continue to search out internship positions for students to gain real-world experience. We were successful in finding one business in town that offered a short-term unpaid internship for a current student that was eventually converted into a full-time position.

I.   **Student Opinion Survey (5-point scale):** The opinion survey reveals that:

Withdrawals did not rate services.

Graduates rated Quality of Instruction in Program Areas, Quality of Instruction in Other Courses, Overall Quality of Academic Program, Teaching Facilities, and Equipment above average.

III.   Program Status & Plans - Next 1 to 2 Years (*Faculty/Dept. Head/Division Chair Section*)

A. **Staffing:** The program is staffed with the equivalent of 1.80 SACSCOC-qualified full-time instructors with 7.25% of classes being taught by adjunct faculty.

B. **Facilities/Equipment:** The classroom computers and software are adequate for the current course offerings.

C. **Employment Demand:**

Nationally, employment for computer programmers is expected to decrease 10% through 2030. In North Carolina, this occupation is expected to decrease 5% through 2028. There are 420 annual vacancies expected for this occupation in North Carolina.

Average Salary	Minimum Annual/Hour	Median Annual/Hour	High Annual/Hour
National	$47,560/$22.86	$93,000/$44.71	$155,240/$74.64
State	$56,780/$27.30	$99,060/$47.63	$151,400/$72.79
Local	N/A	N/A	N/A

http://www.onetonline.org

D. **Trends:** Swift and Java continue to be popular programming languages that are used in the mobile application market, which itself continues to be a growing segment as different types of smart devices are constantly introduced to the market. No-code/low-code development platforms such as Visual Basic are also emerging, allowing for applications to be developed more rapidly than using traditional development methodologies.

IV.   Summary Data

A. **Operating Budget:**

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2021-22	0	0	0	76	258	258
2020-21	0	0	568	542	0	0
2019-20	0	0	4,013	4,013	13	13
2018-19	0	0	2,426	2,409	58	50
2017-18	0	0	2,529	3,233	3,250	978

2021-22 – Program needs were met through the use of Perkins Grant funds.

Graduation Rate/Successful Placement Scale (Internal Benchmark)
Unsatisfactory   Satisfactory
0-49%................................50-100%

B. **Enrollment:**

1. Computer Programming & Development Associate (A25590P)

	Headcount		Grads		FTE			
	FRS	Ann'l Undup.	No.	%	Fall	Spring	Summer	Total
2021-22	26	49	5	22	13.59	10.63	6.41	30.63
2020-21	23	45	2	6	11.16	8.78	6.13	26.07
2019-20	32	53	9	29	14.58	20.17	9.16	43.91
2018-19	31	53	4	11	16.27	17.62	8.68	42.57
2017-18	36	36	N/A	N/A	9.30	10.93	8.19	28.42

2. Computer Programming Associate (A25130)

	Headcount		Grads		FTE			
	FRS	Ann'l Undup.	No.	%	Fall	Spring	Summer	Total
2021-22	0	1	1	100	0.00	0.00	0.00	0.00
2020-21	0	2	0	0	0.09	0.09	0.31	0.49
2019-20	0	2	0	0	0.38	0.78	0.25	1.41
2018-19	0	5	2	100	2.47	1.53	0.47	4.47
2017-18	2	18	5	22	5.97	5.13	1.34	12.44

C. **Job Placement Follow-Up Results:**

	Re-sponses	Related Employ.	Unrelated employ.	Un-employ.	More Educ.	Un-known	1-yr Follow-up Related Emp.
2021-22	3	0 (0%)	1	2	1	0	
2020-21	2	0 (0%)	1	1	1	0	Unch (0%)
2019-20	6	0 (0%)	3	3	5	0	Unch (0%)
2018-19	5	2 (40%)	1	1	1	0	1 (60%)
2017-18	5	1 (20%)	2	2	4	0	1 (40%)

2017-18 – One graduate enrolled in additional education is also in related employment.
Note: Employment status percents are calculated by using number of responses.

D. **Student Opinion Survey Results:**

Excellent	Above Avg.	Average	Below Avg.	Poor
5 - - - - - -	- - - - 4 - - - -	- - - 3 - - -	- - - 2 - - -	- - - 1

	Graduates (3 of 5)	Withdrawals (0 of 14)
Quality of Instruction in Program Areas	4.25	N/A
Quality of Instruction in Other Courses	4.00	N/A
Overall Quality of Academic Program	4.25	N/A
Teaching Facilities	4.25	N/A
Equipment	3.75	N/A

E. **Employer Survey Results (0 of 0):   Evaluation of Students in Related Field Only**
Employer Response to Survey Questions
1. Performance of vocational or technical skills   N/A
2. Effective communication in speaking, writing, reading and listening   N/A
3. Demonstrates the needed math skills   N/A
4. Uses information to analyze problems and make logical decisions   N/A
5. Demonstrates good work habits   N/A
6. If the need arises, would you hire a Coastal graduate in the future?   N/A
7. Overall rate of satisfaction with Coastal graduate employee   N/A

V.   Quality Review Summary

A. **Strengths:** The program remains up-to-date with the most dominant programming languages in the industry.

B. **Weaknesses:** There is difficulty attracting and retaining SACSCOC-qualified adjunct faculty to teach computer programming courses.

C. **Progress and Response to Objectives Set and Printed in 2020-21 DTA**
1. Identify the reasons for the students transferring from the program or not completing. **COMPLETE AND ONGOING**
2. Revise the Faculty Advising process to require students to meet with Advisors at least twice a semester to discuss progress toward graduation. **COMPLETE AND ONGOING**

3. Work closely with Coastal's liaisons to identify high school students who are interested in computer related programs. **CONTINUE**
4. Incorporate CSC 118 Swift Programming I into the curriculum to broaden students' knowledge base. **COMPLETE**
5. Add CSC 251 Advanced Java Programming to the curriculum to enhance students' job skills and transferability. **COMPLETE**
6. Work closely with local businesses and Coastal's Career Center and IT Department to prepare students for the job seeking and interview processes. **CONTINUE**
7. Identify student performance and at-risk behavior early in the semester to intervene for increased student success. **COMPLETE AND ONGOING**

D. Summary of Improvements/Budget Decision Based On Analysis

1. Students are meeting with Advisors after the four week mark in the semester and during the registration advisory period.
2. CSC 118 Swift Programming I will be part of the curriculum starting with the 2022-2023 academic year.
3. CSC 251 Advanced Java Programming will be part of the curriculum starting with the 2022-2023 academic year.

E. Program Objectives/Action for the Next 1 to 2 Years

1. Work closely with Coastal's liaisons to identify high school students who are interested in computer related programs.
2. Work closely with local businesses and Coastal's Career Center and IT Department to prepare students for the job seeking and interview processes.
3. Contact perspective students early in the registration process to ensure placement in the correct degree pathway and to plan a course of study.
4. Gather data to document the reasons behind student withdrawals from the program.
5. Update CIS 115 Introduction to Programming to include an updated version of the Alice learning environment.
6. Investigate the need to offer classes using different delivery methods and alternate times.
7. Engage students using different communication tools such as VoiceThread and Microsoft Teams.
8. Investigate the process for providing internships.
9. Improve responses on Graduate and Employer surveys.

F. Program/Student Learning Outcomes at Program Completion

1. Graduates of the Computer Programming and Development program will be employed in programming and related fields.
33%   a. 50% of the graduates of the Computer Programming and Development program responding to the Graduate/Completer Survey will report employment in programming and related fields or pursuing further education.
50%   b. 70% of the previous year graduates of the Computer Programming and Development program responding to the Alumni Survey distributed one year after graduation will report employment in the field or continuing their education.
2. Graduates of the Information Technology-Computer Programming and Development program will be technically proficient. At the close of their final term, 85% of the graduates will be able to
100%   design, code, and test programs using different programming languages and techniques within a given period of time as directed by the CSC faculty in the capstone course, CSC 289 Programming Capstone Project, taught in the last semester of the curriculum.
3. Employers of graduates of the Computer Programming and Development program will rate the academic and technical skills of the employees as "above average".
1. N/A
2. N/A
3. N/A   a. The Employer Survey conducted each year will rate the graduates as above average on the three course area performance (competency) survey questions. "Above average" is higher than a 3.0 on a 5-point scale rating; however, if any of the three survey questions has an individual rating below 3.0, that individual course area performance will be reviewed further.
N/A   b. 80% of the respondents to an Employer Survey conducted each year will respond that they would employ future Computer Programming and Development graduates.

Student Outcomes/Competency Evaluation:
The student outcomes/student competency is measured in a capstone course, CSC 289 Programming Capstone Project. This course provides an opportunity for students to learn app development using Apple and Android devices. The students use a software called App Inventor to create Android apps.

Capstone Course
CSC 289 Programming Capstone Project

Grade Distribution				Graduates	
Grade	**# of Students**	**%**		**# of Students**	**Term**
Retention Rate:					

CSC 289 was canceled in 2022SP. Students took CTS 289 System Support Project to fulfill graduation requirement.

CTS 289 System Support Project

Grade Distribution				Graduates	
Grade	**# of Students**	**%**		**# of Students**	**Term**
A	1	50%		2	2022SP
A-	1	50%			
	2				
Retention Rate:		100%			

INFORMATION TECHNOLOGY - NETWORK MANAGEMENT (A25590N)
Network Management Certificate (C25590N)

I. Description

The Networking Management curriculum prepares individuals for employment supporting network infrastructure environments. Students will learn how to use technologies to provide reliable transmission and delivery of data, voice, image, and video communications in business, industry, and education. Coursework includes design, installation, configuration, and management of network infrastructure technologies and network operating systems. Emphasis is placed on the implementation and management of network software and the implementation and management of hardware such as switches and routers. Graduates may find employment in entry-level jobs as local area network managers, network operators, network analysts, and network technicians. Graduates may also be qualified to take certification examinations for various network industry certifications, depending on their local program.

II. Analysis of Desktop Audit Summary Data

A. Enrollment: The Network Management associate annual unduplicated headcount for 2021-22 was 13, no change from the previous year. The associate freshman headcount was 8, a 100% increase from the previous year.

The certificate annual unduplicated headcount for 2021-22 was 0, a 100% decrease from the previous year. The certificate freshman headcount was 0, a 100% decrease from the previous year.

B. Graduation Rate: The Network Management graduation rate was 25%, 1 graduate; the certificate graduation rate was 0%, 0 graduates. The graduate unduplicated headcount was 1.

Goal Accomplishment of Graduates:

1. Of the 1 graduating student, 1 responded to the graduate survey. The graduate stated that his goal was to obtain a degree/certificate.

2. Upon graduating, 100% (1 graduate) of those responding to the survey said that he had fully accomplished his goal.

C. Goal Accomplishment of Students Who Did Not Intend to Complete Program *(primary goal-Job enhancement in current employment or for a new field of employment, personal interest, or transfer)***:** N/A

D. Early Leavers in 2021-22:

1. **Withdrawals from the College:** Of the 4 associate students withdrawing from the College (31% withdrawal rate), none responded to the Leaver survey.

   Goal Accomplishment of Withdrawals: Withdrawal did not respond to the Leaver survey.

2. **Changed Academic Program:** Five associate students changed their academic program prior to completion. One student changed to Office Administration, two to Associate in Science, and one to Systems Security.

E. Successful Placement: The related employment and/or enrollment in additional education rate of the graduates is 0%, 0 graduates in related employment, and 0 enrolled in additional education. The one-year follow-up (Alumni Survey-Job Link) of 2020-21 graduates showed no more graduates in related employment or enrolled in additional education for a placement rate of 100%.

F. Employer Survey Results *(0 survey, 0 responses)***:** The graduates are not in related employment.

G. Certification/Licensure: N/A

H. **Advisory Committee:** This year's meeting was focused on preparing students for graduation through practicing interview skills, writing effective résumés, and attaining certifications. We are working toward a system where committee members would help with some of the interview process so that students truly would have no familiarity with their "potential employers" in order to create a more authentic interview situation. We will continue to rely on the Career Center for résumé and interview tips. We also continue to search out internship positions for students to gain real-world experience. We were successful in finding one business in town that offered a short-term unpaid internship for a current student that was eventually converted into a full-time position.

I. **Student Opinion Survey** *(5-point scale)***:** The opinion survey reveals that:
Withdrawals did not rate services.
Graduates rate Quality of instruction in Program Areas, Quality of Instruction in Other Courses, Overall Quality of Academic Program, Teaching Facilities, and Equipment excellent.

III. Program Status & Plans - Next 1 to 2 Years (Faculty/Dept. Head/Division Chair Section)

A. **Staffing:** The program is adequately staffed with the equivalent of 5.64 SACSCOC-qualified instructors; 30.73% of computer classes are taught by adjuncts.

B. **Facilities/Equipment:** The classroom computers and networking hardware are adequate for the current course offerings.

C. **Employment Demand:**

Computer Network Support Specialist
Nationally, opportunities for computer network support specialists are expected to increase 8% through 2030. In North Carolina, this occupation is expected to increase 9% through 2028. There are 520 annual vacancies expected for this occupation in North Carolina.

Average Salary	Minimum Annual/Hour	Median Annual/Hour	High Annual/Hour
National	$38,560/$18.54	$62,760/$30.17	$102,410/$49.24
State	$38,340/$18.43	$70,050/$33.68	$122,890/$59.08
Local	$37,220/$17.90	$51,570/$24.80	$77,790/$37.40

http://www.onetonline.org

D. **Trends:** Cloud computing continues to be important for businesses as it provides a means for IT departments to reduce their operating budgets while providing services to both local and remote users. Virtualization is also on the rise as more businesses employ this over traditional computer workstations. With more Internet of Things (IoT) devices and the continuation of the work from home model, traditional business networks will see evolutions from traditional local and wide area networks (LAN/WAN) to software-defined wide area networks (SD-WAN) using newer connection methods such as private 5G networks.

IV. Data Page

A. **Operating Budget:**

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2021-22	0	0	142	636	0	0
2020-21	0	0	1,002	997	0	0
2019-20	0	0	896	896	6	5
2018-19	0	0	7,557	4,144	6,848	3,178
2017-18	0	0	3,434	3,187	(1,850)	(1,764)

2021-22 – Faculty participated in professional development which was offered virtually without cost.

2020-21 – Computers were purchased for classroom BT 104 utilizing Perkins Grant funds.

2017-18 – The professional development budget reflects a credit that was issued in 2017-18 due to the cancellation of the training.

Graduation Rate/Successful Placement Scale (Internal Benchmark)
Unsatisfactory…………..Satisfactory
0-49%...............................50-100%

B. Enrollment:

1. Network Management Associate (A25590N)

	Headcount		Grads		FTE			
	FRS	Ann'l Undup.	No.	%	Fall	Spring	Summer	Total
2021-22	8	13	1	25	3.31	3.03	2.00	8.34
2020-21	4	13	5	36	5.63	3.75	0.66	10.04
2019-20	14	24	3	18	9.98	12.12	3.75	25.85
2018-19	17	31	8	38	12.13	11.80	4.29	28.22
2017-18	21	21	N/A	N/A	2.57	6.29	5.84	14.70

2. Network Management Certificate (C25590N)

	Headcount		Grads	
	FRS	Ann'l Undup.	No.	%
2021-22	0	0	0	0
2020-21	5	5	5	100
2019-20	4	4	4	100
2018-19	8	8	8	100
2017-18	0	0	N/A	N/A

3. Networking Technology Associate (A25340)

	Headcount		Grads		FTE			
	FRS	Ann'l Undup.	No.	%	Fall	Spring	Summer	Total
2021-22	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2020-21	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019-20	0	1	1	N/A	N/A	N/A	N/A	N/A
2018-19	0	5	2	N/A	1.28	1.44	0.09	2.81
2017-18	0	8	1	8	2.10	3.13	0.78	6.01

4. CISCO Certificate (C25340)

	Headcount		Grads	
	FRS	Ann'l Undup.	No.	%
2021-22	N/A	N/A	N/A	N/A
2020-21	N/A	N/A	N/A	N/A
2019-20	N/A	N/A	N/A	N/A
2018-19	2	2	2	100
2017-18	0	0	N/A	N/A

C. Unduplicated Graduates 2021-22:

	Graduates	Associate Degree	Network Certificate
Associate Degree	1	N/A	0
Network Certificate	0	0	N/A

Note: The table shows students who graduated with one or more credential.

D. Job Placement Follow-up Results for Network Management:

	Re-sponses	Related Employ.	Unrelated Employ.	Un-employ.	More Educ.	Un-known	1-yr Follow-up Related Emp.
2021-22	1	0 (0%)	0	1	0	0	
2020-21	1	0 (0%)	0	1	1	0	Unch (0%)
2019-20	2	0 (0%)	0	2	1	0	Unch (0%)
2018-19	9	2 (22%)	2	7	3	0	Unch (22%)
2017-18	N/A	N/A	N/A	N/A	N/A	N/A	N/A

E. Job Placement Follow-Up Results for Networking Technology:

	Re-sponses	Related Employ.	Unrelated Employ.	Un-employ.	More Educ.	Un-known	1-yr Follow-up Related Emp.
2021-22	N/A	N/A	N/A	N/A	N/A	N/A	
2020-21	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019-20	1	0 (0%)	0	1	0	0	Unch (0%)
2018-19	2	0 (0%)	1	1	0	0	Unch (0%)
2017-18	1	0 (0%)	1	0	1	0	Unch (100%)

F. Student Opinion Survey Results:

Excellent	Above Avg.	Average	Below Avg.	Poor
5 - - - - - -	- - - - 4 - - - -	- - - 3 - - -	- - - 2 - - -	- - - 1

	Graduates (1 of 1)	Withdrawals (0 of 4)
Quality of Instruction in Program Areas	5.00	N/A
Quality of Instruction in Other Courses	5.00	N/A
Overall Quality of Academic Program	5.00	N/A
Teaching Facilities	5.00	N/A
Equipment	5.00	N/A

G. Employer Survey Results (0 of 0): Evaluation of Students in Related Field Only

Employer Response to Survey Questions

1. Performance of vocational or technical skills   N/A
2. Effective communication in speaking, writing, reading and listening   N/A
3. Demonstrates the needed math skills   N/A
4. Uses information to analyze problems and make logical decisions   N/A
5. Demonstrates good work habits   N/A
6. If the need arises, would you hire a Coastal graduate in the future?   N/A
7. Overall rate of satisfaction with Coastal graduate employee   N/A

V. Quality Review Summary

A. Strengths: This program prepares students to install and maintain local area networks for businesses. Virtual machines are used in this program, allowing students an opportunity to perform lab skills on multiple machines while not altering classroom computers.

B. Weaknesses: The constantly changing landscape of networking technologies requires instructors to continually train to stay abreast of new developments, and equipment must be continuously evaluated and upgraded to meet curriculum needs.

C. Progress and Response to Objectives Set and Printed in 2020-21 DTA

1. Modify, replace, or delete NET 226 Routing and Switching II to reflect changes to the CISCO Academy. **COMPLETE**

2. Revise the Faculty Advising process to require students to meet with Advisors at least twice a semester to discuss progress toward graduation. **COMPLETE**
3. Work closely with Coastal's liaisons to identify high school students who are interested in computer related programs. **CONTINUE**
4. Work closely with local businesses and Coastal's Career Center and IT Department to prepare students for the job seeking and interview processes. **CONTINUE**
5. Identify student performance and at-risk behavior early in the semester to intervene for increased student success. **COMPLETE AND ONGOING**
6. Evaluate the viability of the program. **COMPLETE** – The Systems Security and Information Systems programs provide the students a more complete foundation.
7. Counsel all current students and develop a plan for completion and graduation. **COMPLETE**
8. Work directly with PIO to develop a marketing strategy including labor market information. **CONTINUE**

D. Summary of Improvements and/or Budget Decisions Based On Analysis

1. NET 226 Routing and Switching II was replaced by NOS 231 Windows Admin II starting with the 2022-2023 academic year.
2. Students are meeting with Advisors after the four week mark in the semester and during the registration advisory period.
3. Up-to-date computer components were purchased to enhance hands-on learning in CTS 120 Hardware/Software Support.

E. Program Objectives/Action for the Next 1 to 2 Years

1. Work closely with Coastal's liaisons to identify high school students who are interested in computer related programs.
2. Work closely with local businesses and Coastal's Career Center and IT Department to prepare students for the job seeking and interview processes.
3. Work directly with PIO to develop a marketing strategy including labor market information.
4. Contact perspective students early in the registration process to ensure placement in the correct degree pathway and to plan a course of study.
5. Gather data to document the reasons behind student withdrawals from the program.
6. Update CTS 120 Hardware/Software Support to reflect new CompTIA A+ testing objectives.
7. Investigate the need to offer classes using different delivery methods and alternate times.
8. Engage students using different communication tools such as VoiceThread and Microsoft Teams.
9. Improve the responses on the graduation and employment surveys.

F. Program/Student Learning Outcomes at Program Completion

1. Graduates of the Network Management program will be employed in related fields.
   0%
   a. 50% of the graduates of the Network Management program responding to the Graduate/Completer Survey will report employment in networking and related fields or pursuing further education.
   100%
   b. 70% of the graduates of the Network Management program responding to the Alumni Survey distributed one year after graduation will report employment in the field or continuing their education.

2. Graduates of the Information Technology-Network Management program will be technically proficient. At the close of their final term, 85% of the graduates will be able to design, test, and implement a networking project within a given period of time as directed by the NET faculty in the capstone course, NET 289 Networking Project, taught in the last semester of the curriculum.
   100%

3. Employers of graduates of the Network Management program will rate the academic and technical skills of the employees as "above average".
   1. N/A
   2. N/A
   3. N/A
   a. The Employer Survey conducted each year will rate the graduates as above average on the three course area performance (competency) survey questions. "Above average" is higher than a 3.0 on a 5-point scale rating; however, if any of the three survey questions has an individual rating below 3.0, that individual course area performance will be reviewed further.
   N/A
   b. 80% of the respondents to an Employer Survey conducted each year will respond that they would employ future Information Technology graduates.

Student Outcomes/Competency Evaluation:

The student outcomes/student competency is measured in a capstone course, NET 289 Networking Project. This course provides an opportunity to complete a significant networking project from the design phase through the implementation phase of network design with minimal instructor support.

Emphasis is placed on project definition, documentation, installation, testing, presentation, and training. Upon completion, successful students should be able to complete a project from definition phase through implementation working with various operating systems. The students will work with other Information Technology curriculums to integrate their skills.

Capstone Course

NET 289 Networking Project

Grade Distribution				Graduates	
Grade	**# of Students**	**%**		**# of Students**	**Term**
Retention Rate:					

NET 289 was canceled in 2022SP. Students took CTS 289 System Support Project to fulfill graduation requirement.

CTS 289 System Support Project

Grade Distribution				Graduates	
Grade	**# of Students**	**%**		**# of Students**	**Term**
A-	1	100%		1	2022SP
Retention Rate:		100%			

INFORMATION TECHNOLOGY – SYSTEMS SECURITY (A25590S)
Systems Security Certificate (C25590S)

I. Description

The Systems Security curriculum prepares individuals for employment in system and network security, digital forensics, and ethical hacking. Students will learn the fundamentals of designing security architectures, how to use technologies to provide secure transport of information across networks, and how to conduct penetration testing.

Coursework includes routing and switching, secure communication, security administration, computer investigation, and network vulnerabilities. Students will work in different operating systems including Microsoft and Linux environments.

Graduates may find employment in entry level jobs as information security officers, security analysts, security technicians, security managers, IT analysts, and IT specialists. Graduates may also qualify to complete examinations for various industry certifications.

II. Analysis of Desktop Audit Summary Data

A. Enrollment: The Information Technology–Systems Security annual unduplicated headcount for 2021-22 was 29, a 7% increase from the previous year. The freshman headcount was 19, a 36% increase from the previous year.

The certificate annual unduplicated headcount for 2021-22 was 4, a 20% decrease from the previous year. The freshman headcount was 4, a 20% decrease from the previous year.

B. Graduation Rate: The associate degree graduation rate was 14%, 2 graduates; certificate was 100%, 4 graduates. The graduate unduplicated headcount was 4.

Goal Accomplishment of Graduates:

1. Of the 4 graduating students, 2 responded to the graduate survey. All graduates stated that their goal was to obtain a degree/certificate.

2. Upon graduating, 100% (2 graduates) responded that they had fully accomplished their goals.

C. Goal Accomplishment of Students Who Did Not Intend to Complete Program (*primary goal-Job enhancement in current employment or for a new field of employment, personal interest, or transfer*)**:** N/A

D. Early Leavers in 2021-22:

1. **Withdrawals from the College:** Of the 8 students withdrawing from the College (28% withdrawal rate), one responded to the Leaver survey.

   Goal Accomplishment of Withdrawals: One withdrawal responding to the Leaver survey said she partially accomplished her goal.

2. **Changed Academic Program:** Five students changed their academic program prior to completion. Two students changed to Associate in Arts, two to Computer Programming & Development, and one to Associate in Science.

E. Successful Placement: The related employment and/or enrollment in additional education rate of the graduates responding to the survey is 50%, 1 in related employment and 0 enrolled in additional education. The one-year follow-up (Alumni Survey-Job Link) of 2020-21 unduplicated graduates showed no more graduates in related employment or enrolled in additional education for a placement rate of 25%.

F. Employer Survey Results: (*1 survey, 0 responses*): The employer did not respond to the Employer survey.

G. Certification/Licensure: N/A

H. Advisory Committee: This year's meeting was focused on preparing students for graduation through practicing interview skills, writing effective résumés, and attaining certifications. We are working toward a system where committee members would help with some of the interview process so that students truly would have no familiarity with their "potential employers" in order to create a more authentic interview situation. We will continue to rely on the Career Center for résumé and interview tips. We also continue to search out internship positions for students to gain real-world experience.

We were successful in finding one business in town that offered a short-term unpaid internship for a current student that was eventually converted into a full-time position.

I. **Student Opinion Survey (5-point scale): The opinion survey reveals that:**
Withdrawals rated Quality of Instruction in Program Areas, Quality of Instruction in Other Courses, Overall Quality of Academic Program, Teaching Facilities, and Equipment average.
Graduates rated Quality of Instruction in Program Areas, Quality of Instruction in Other Courses, Overall Quality of Academic Program, and Teaching Facilities excellent; Equipment above average.

III. Program Status & Plans – Next 1 to 2 Years *(Faculty/Dept. Head/Division Chair Section)*

A. **Staffing:** The program is staffed with the equivalent of two SACSCOC-qualified full-time instructors.
B. **Facilities/Equipment:** The classroom computers and software are adequate for the current course offerings.
C. **Employment Demand:**

Systems Security/Information Security Analyst
Nationally, this occupation is expected to increase 33% through 2030. Statewide this occupation is expected to grow 36% through 2028. There are 440 annual vacancies expected for this occupation in North Carolina.

Average Salary	Minimum Annual/Hour	Median Annual/Hour	High Annual/Hour
National	$61,520/$29.58	$102,600/$49.33	$165,920/$79.77
State	$64,260/$30.89	$119,980/57.68	$165,720/$79.67
Local	N/A	N/A	N/A

http://www.onetonline.org/

D. **Trends:** Cybersecurity remains a top concern among businesses due to the increased number of cyberattacks on business information systems. The proliferation of Internet of Things (IoT) devices and the increased reliance on cloud-based services expose business networks more than ever before. Basic countermeasures, such as requiring strong passwords and using multifactor authentication, are still important, and new legislation is being introduced to expand penalties for cybercrimes.

IV. Summary Data

A. **Operating Budget:**

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2021-22	0	0	8,318	8,643	0	0
2020-21	0	0	4,075	3,769	0	0
2019-20	0	0	1,992	2,498	1,592	1,594

2021-22 – The increase in supplies budget was due to the purchase of two new servers and a wireless access point to replace aging equipment.

Graduation Rate/Successful Placement Scale (Internal Benchmark)
Unsatisfactory   Satisfactory
0-49%...............................50-100%

B. **Enrollment:**

1. Systems Security Associate (A25590S)

	Headcount		Grads		FTE			
	FRS	Ann'l Undup.	No.	%	Fall	Spring	Summer	Total
2021-22	19	29	2	14	7.47	9.03	4.50	21.00
2020-21	14	27	5	25	6.03	12.13	3.75	21.91
2019-20	20	20	0	N/A	5.67	9.01	4.25	18.93

2. Systems Security Certificate (C25590S)

	Headcount		Grads	
	FRS	Ann'l Undup.	No.	%
2021-22	4	4	4	100
2020-21	5	5	5	100
2019-20	N/A	N/A	N/A	N/A

C. Unduplicated Systems Security Graduates 2021-22:

	Graduates	Associate Degree	Certificate
Associate Degree	2	N/A	2
Certificate	4	2	N/A

D. Job Placement Follow-up Results for Systems Security:

	Re-sponses	Related Employ.	Unrelated employ.	Un-employ.	More Educ.	Un-known	1-yr Follow-up Related Emp.
2021-22	2	1 (50%)	1	0	0	0	
2020-21	4	0 (0%)	2	2	1	0	Unch (0%)
2019-20	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Note: Employment status percents are calculated by using number of responses.

E. Student Opinion Survey Results:

Excellent	Above Avg.	Average	Below Avg.	Poor
5 - - - - - -	- - - - 4 - - - -	- - - 3 - - -	- - - 2 - - -	- - - 1

	Graduates (2 of 4)	Withdrawals (1 of 8)
Quality of Instruction in Program Areas	5.00	3.00
Quality of Instruction in Other Courses	4.50	3.00
Overall Quality of Academic Program	4.50	3.00
Teaching Facilities	4.50	3.00
Equipment	3.50	3.00

F. Employer Survey Results (0 of 1): Evaluation of Students in Related Field Only

Employer Response to Survey Questions

1. Performance of vocational or technical skills   N/A
2. Effective communication in speaking, writing, reading and listening   N/A
3. Demonstrates the needed math skills   N/A
4. Uses information to analyze problems and make logical decisions   N/A
5. Demonstrates good work habits   N/A
6. If the need arises, would you hire a Coastal graduate in the future?   N/A
7. Overall rate of satisfaction with Coastal graduate employee   N/A

V. Quality Review Summary

A. **Strengths:** This program gives students a good overview of security concerns and practices that they will encounter in the field. Students will gain enough knowledge to be able to take several industry certifications that will enhance their marketability.

B. Weaknesses: The constantly changing and evolving of security practices and threats requires instructors to continually train to stay abreast of new developments. Hands-on experience requires an isolated network so as not to affect campus functions; this network is difficult to maintain because an IT faculty member is responsible for the network's maintenance.

C. Progress and Response to Objectives Set and Printed in 2020-21 DTA

1. Revise the Faculty Advising process to require students to meet with Advisors at least twice a semester to discuss progress toward graduation. **COMPLETE**
2. Work closely with Coastal's liaisons to identify high school students who are interested in computer-related programs. **CONTINUE**
3. Work closely with local businesses and Coastal's Career Center and IT Department to prepare students for the job seeking and interview processes. **CONTINUE**
4. Identify student performance and at-risk behavior early in the semester to intervene for increased student success. **COMPLETE AND ONGOING**

D. Summary of Improvements/Budget Decision Based On Analysis

1. Students are meeting with Advisors after the four week mark in the semester and during the registration advisory period.
2. New servers and a wireless access point were purchased to replace aging equipment in BT104.

E. Program Objectives/Action for the Next 1 to 2 Years

1. Work closely with Coastal's liaisons to identify high school students who are interested in computer-related programs.
2. Work closely with local businesses and Coastal's Career Center and IT Department to prepare students for the job seeking and interview processes.
3. Contact perspective students early in the registration process to ensure placement in the correct degree pathway and to plan a course of study.
4. Gather data to document the reasons behind student withdrawals from the program.
5. Investigate the need to offer classes using different delivery methods and alternate times.
6. Engage students using different communication tools such as VoiceThread and Microsoft Teams.
7. Investigate ways to help students with preparation for industry certifications such as the CompTIA Security+ certification.
8. Implement program pathways for CCP students.

F. Program/Student Learning Outcomes at Program Completion

1. Graduates of the Information Technology-Systems Security program will be employed in computer and related fields.

   50%
   a. 50% of the graduates of the Information Technology-Systems Security program responding to the Graduate/Completer Survey will report employment in computer and related fields or pursuing further education.

   25%
   b. 70% of the previous year graduates of the Information Technology-Systems Security programs responding to the Alumni Survey distributed one year after graduation will report employment in the field or continuing their education.

2. Graduates of the Information Technology-Systems Security program will be technically proficient.

   100%
   At the close of their final term, 85% of the graduates will be able to evaluate the computer needs of small businesses and design, solve, and implement solutions to business problems within a given period of time as directed by the CIS faculty in the capstone course, SEC 285 Systems Security Project, taught in the last semester of the curriculum.

3. Employers of graduates of the Information Technology-Systems Security program will rate the academic and technical skills of the employees as "above average".

   1. N/A
   2. N/A
   3. N/A
   a. The Employer Survey conducted each year will rate the graduates as above average on the three course area performance (competency) survey questions. "Above average" is higher than a 3.0 on a 5-point scale rating; however, if any of the three survey questions has an individual rating below 3.0, that individual course area performance will be reviewed further.

   N/A
   b. 80% of the respondents to an Employer Survey conducted each year will respond that they would employ future Information Technology-Security Systems graduates.

Student Outcomes/Competency Evaluation:
Students outcomes and competencies are measured in a capstone course, SEC 285 Systems Security Project. Students will be able to assess, detect, and mitigate threats to a network, perform penetration testing to ensure the security of a network, design policies and procedures to protect a network, and provide training to employees regarding network safety and security.

Capstone Course
SEC 285 Systems Security Project

Grade Distribution		
Grade	**# of Students**	**%**
A	1	25%
A-	1	25%
B+	1	25%
C	1	25%
	4	
Retention Rate:		100%

Graduates	
# of Students	**Term**
2	2022SP

MEDICAL LABORATORY TECHNOLOGY (A45420)

I. Description

The Medical Laboratory Technology curriculum prepares individuals to perform clinical laboratory procedures in chemistry, hematology, microbiology, and immunohematology that may be used in the maintenance of health and diagnosis/treatment of disease.

Coursework emphasizes mathematical and scientific concepts related to specimen collection, laboratory testing and procedures, quality assurance, and reporting/recording and interpreting findings involving tissues, blood, and body fluids.

Graduates may be eligible to take the examination given by the Board of Certification of the American Society of Clinical Pathology. Employment opportunities include laboratories in hospitals, medical offices, industry, and research facilities.

II. Analysis of Desktop Audit Summary Data

A. Enrollment: The annual unduplicated headcount for 2021-22 was 17, a 13% increase from the previous year. The freshman headcount was 12, a 50% increase from the previous year.

B. Graduation Rate: The graduation rate was 50%, 4 graduates.

Goal Accomplishment of Graduates: The program is fulfilling its purpose because:

1. Of the 4 graduating students, 4 responded to the graduate survey. All graduates stated that their goal was to obtain a degree.

2. Upon graduating, 100% (4 graduates) said they had fully accomplished their goal.

C. Goal Accomplishment of Students Who Did Not Intend to Complete Program *(primary goal-Job enhancement in current employment or for a new field of employment, personal interest, or transfer)***:** N/A

D. Early Leavers in 2021-22:

1. **Withdrawals from the College:** Of the 3 students withdrawing from the College (18% withdrawal rate), none responded to the Leaver survey.

Goal Accomplishment of Withdrawals: Withdrawals did not respond to the Leaver survey.

2. **Changed Academic Program:** No students changed their program prior to completion.

E. Successful Placement: The related employment and/or enrollment in additional education rate of the graduates responding to the survey is 50%, 2 in related field and 1 enrolled in additional education. One graduate enrolled in additional education is also in related employment and not calculated in the placement rate. The one-year follow-up (Alumni Survey-Job Link) of 2020-21 showed no more graduates in related employment or enrolled in additional education for a placement rate of 100%.

F. Employer Survey Results *(1 survey, 0 responses, 1 do not contact)***:** The employer did not respond to the Employer survey.

G. Certification/Licensure: The 2021-22 certification/licensure first-time passing rate was 100%.

H. Advisory Committee: Due to Susan Morton retiring, and Gina Reinhart needing to meet with all the laboratory supervisors at the respective clinical sites first, the advisory committee meeting for Fall 2022 has been delayed until February of 2023.

I. Student Opinion Survey (5-point scale): The opinion survey reveals that:

Withdrawals did not rate services.

Graduates rated Quality of Instruction in Program Areas, Quality of Instruction in Other Courses, Overall Quality of Academic Program, and Teaching Facilities excellent; Equipment above average.

III. Program Status & Plans - Next 1 to 2 Years (Faculty/Dept. Head/Division Chair Section)

A. Staffing: The program is staffed with 2 full-time SACSCOC-qualified instructors, both of whom also teach ACA 111 College Student Success. In addition to MLT courses, the Program Director teaches BIO 163 Basic Anatomy and Physiology; BIO 106 Introduction to Anatomy, Physiology, and Microbiology; BIO 110 General Biology; and ACA 122 College Transfer Success.

B. **Facilities/Equipment:**

Facilities – The MLT lab in the Health Occupational Science Building, room 232 has adequate seating for the number of students that can be accepted each year. The student desks are large enough for positioning of microscopes and for student group work. Storage space is limited; however, efforts are ongoing to remove outdated equipment to create greater storage space and purchase new equipment to facilitate development of a simulation lab. In addition, the MLT department is exploring new locations on campus to enhance MLT laboratory experiences.

Equipment – The lab is equipped with a variety of instruments; however, there is a need to continue to identify strategies to align more closely with the clinical sites and update equipment.

C. **Employment Demand:**

Nationally, this occupation is expected to increase by 11% through 2030. In North Carolina, this occupation is expected to increase 14% through 2028. There are 950 annual vacancies expected for this occupation in North Carolina.

Salary	Min/Annual/Hourly	Average/Annual/hourly	High/Average/Hourly
National	$30,280/ $14.56	$57,800/ $22.79	$79,340/ $38.15
State	$35,030/ $16.84	$48,000/ $23.08	$76,920/ $36.98
Local	$26,780/ $12.88	$45,140/ $21.70	$61,330/ $29.48

http://www.onetonline.org

D. **Trends:** Prerequisites may result in lower enrollment due to the need for developmental chemistry, English, and math courses prior to enrollment. Efforts to recruit qualified students continue. Students who did not qualify are counseled to enroll in developmental courses to overcome any deficiencies.

IV. Data Page

A. **Operating Budget:**

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2021-22	0	0	31,478	29,956	1,047	342
2020-21	33,673	33,673	28,249	20,227	6,234	664
2019-20	34,320	0	22,332	18,930	2,784	1,174
2018-19	8	0	34,112	34,215	2,945	1,267
2017-18	13,776	5,676	33,474	41,605	2,870	1,814

2021-22 – Actual expenditures for supplies and travel were less than anticipated, mainly due to ongoing constraints with the pandemic.
2020-21 – Actual expenditures for supplies and travel were less than anticipated, mainly due to the pandemic. Supply chain issues resulted in delays in receiving materials which had been ordered. Professional development was not available virtually.
2019-20 – Equipment budget- Iris was requested and approved in 2019-2020 budget, but was not received until July, 2020. Supplies budget was reduced due to transition to online instruction for much of the Spring 2020 semester. Professional Development and Travel was reduced due to the COVID-19 pandemic.
2017-18 – Actual expenditures for supplies were increased due to unanticipated replacement of supplies needed for laboratory competencies.

Graduation Rate/Successful Placement Scale (Internal Benchmark)
Unsatisfactory   Satisfactory
0-49%................................50-100%

B. Associate Enrollment:

	Headcount		Grads		FTE			
	FRS	Annual Undup.	No.	%	Fall	Spring	Summer	Total
2021-22	12	17	4	50	14.47	13.22	2.88	30.57
2020-21	8	15	5	*42	13.44	12.47	2.16	28.07
2019-20	12	25	11	85	22.63	20.34	2.41	45.38
2018-19	13	26	11	73	23.84	22.66	3.28	49.79
2017-18	15	28	11	85	23.66	23.25	3.34	50.25

Note: Current clinical sites allow a maximum of 16 students during fall semester of the second year.
According to NAACLS Standard II.B, 6 of the 7 students were enrolled in the second half of the program. 5 out of the 6 graduated, resulting in a graduation rate of 83.3%.

C. Job Placement Follow-Up Results:

	Re-sponses	Related Employ.	Unrelated Employ.	Un employ.	More Educ.	Un-known	1-yr Follow-up Related Emp.
2021-22	4	2 (50%)	0	2	1	0	
2020-21	4	4 (100%)	0	0	2	0	Unch (100%)
2019-20	11	9 (82%)	0	2	5	0	2 (100%)
2018-19	11	9 (82%)	0	2	3	0	Unch (82%)
2017-18	11	9 (82%)	2	0	8	0	Unch (82%)

2021-22 – One student enrolled in additional education is also in related employment.
2020-21 – Two students enrolled in additional education are also in related employment.
2019-20 – Four students enrolled in additional education are also in related employment.
2018-19 – Three students enrolled in additional education are also in related employment.
2017-18 – Six students enrolled in additional education are also in related employment.
Note: Employment status percents are calculated using the number of responses.

D. Certification/Licensure Results:

American Society for Clinical Pathology Board of Certification							
	No. Tested	No. 1st Time Passing	No. Failed	% 1st Time Passing	Retake Pass	One-Year Overall % Pass	Follow-up Overall % Pass
2021-22	3	3	0	100	N/A	100	N/A
2020-21	5	5	0	100	N/A	100	N/A
2019-20	11	8	3	73	0	73	73
2018-19	9	9	0	100	N/A	100	100
2017-18	5	4	1	80	0	80	N/A

E. Student Opinion Survey Results:

Excellent	Above Avg.	Average	Below Avg.	Poor
5 - - - - - -	- - - 4 - - - -	- - - 3 - - - -	- - 2 - - -	- - 1 - -

	Graduates (4 of 4)	Withdrawals (0 of 3)
Quality of Instruction in Program Areas	5.00	N/A
Quality of Instruction in Other Courses	4.75	N/A
Overall Quality of Academic Program	4.75	N/A
Teaching Facilities	4.50	N/A
Equipment	4.00	N/A

F. Employer Survey Results (0 of 1): Evaluation of Students in Related Field Only

Employer Response to Survey Questions

1. Performance of vocational or technical skills   N/A
2. Effective communication in speaking, writing, reading, and listening   N/A
3. Demonstrates the needed math skills   N/A
4. Uses information to analyze problems and make logical decisions   N/A
5. Demonstrates good work habits   N/A
6. If the need arises, would you hire a Coastal graduate in the future?   N/A
7. Overall rate of satisfaction with Coastal graduate employee   N/A

V. Quality Review Summary

A. Strengths: The need for allied health personnel exists at the national, state, and local levels. The program continues to be accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). The support of the clinical faculty at the clinical affiliate sites is excellent. The Department Head and faculty annually review the NAACLS standards to ensure ongoing compliance.

B. Weaknesses: Some clinical affiliates are more than 50 miles from the College, but there are adequate clinical sites available at this time. Students assigned to affiliates more than 50 miles away have additional expenses for relocating or travel. Although the student laboratory meets requirements, equipment should be purchased to create an atmosphere more in line with the clinical setting. This would facilitate individual and group learning for success. There were five students who were scheduled to graduate. Four out of five (80%) graduated, missing our benchmark of 90%.

C. Progress and Response to Objectives Set and Printed in 2020-21 DTA
1. Investigate incorporating simulation software for equipment items not appropriate for the classroom. **COMPLETE**
2. Incorporate additional preparation for the certification exam to include remediation and retesting. **COMPLETE AND ONGOING**
3. Encourage instructors to participate in online instructional workshops/training, especially during the pandemic or at other times when in-person attendance is not practical. **COMPLETE AND ONGOING**
4. Ensure that new NAACLS standards are incorporated into current program objectives. **COMPLETE AND ONGOING**
5. Utilize college resources, such as Success Coaches and the Career Center. **COMPLETE AND ONGOING**
6. When possible, re-establish community activities that reinforce student program competencies. **COMPLETE AND ONGOING**
7. Work closely with Student Services and Public Information Office concerning the recruitment of program participants. **COMPLETE AND ONGOING**
8. Implement strategies to retain the students and assist them in progressing to graduation. **COMPLETE AND ONGOING**

D. Summary of Improvements and/or Budget Decisions Based On Analysis
1. The MLT Department purchased LAB CE software to help prepare second year students for their certification exam.
2. Post pandemic, the MLT Department has continued partnerships with all of our local healthcare affiliates.
3. The MLT Department works with the Public Information Office to advertise and recruit new students; the PIO created a billboard advertisement that has been displayed within the county.
4. The MLT instructors meet regularly with students to ensure their success in the course, and instructors meet with students at their clinical sites to ensure that their clinical objectives and hours are being met.

E. Program Objectives/Action for the Next 1 to 2 Years
1. With a change in Program Director, continue to build upon our relationships with our clinical site affiliates.
2. Hire a MLT Program Director.

3. Work with the Career Center to research and develop strategies to increase recruitment and retention of students within the Medical Laboratory Technology program.
4. In an effort to increase student success and retention, integrate LAB CE will be a requirement in their coursework.
5. Continue efforts to facilitate student success and retention in MLT 269 MLT Practicum II to increase our success rate.
6. Research and investigate new equipment to be in greater alignment within the clinical setting.

F. Program/Student Learning Outcomes at Program Completion

1. Graduates of the Medical Laboratory Technology program will be technically proficient in clinical laboratory determinations.

80%
    a. At the close of their final term, 90% of the students will be career-entry level in the collection, processing, and performance of analytical tests on body fluids, cells, and products, monitored with quality control within predetermined limits and supervised and evaluated by the laboratory's clinical supervisors and MLT program faculty in the capstone course, MLT 269 MLT Practicum II.

100%
    b. 80% of the Medical Laboratory Technology program graduates who take the American Society for Clinical Pathology Board of Certification exam will pass.

2. Graduates of the Medical Laboratory Technology program will be employed in the field.

50%
    a. 60% of the graduates of the Medical Laboratory Technology program responding to the Graduate/Completer Survey seeking employment will report employment in the field or continuing their education.

100%
    b. 80% of the previous year graduates of the Medical Laboratory Technology program responding to the Alumni Survey distributed one year after graduation who are seeking employment will report employment in the field or continuing their education.

3. Employers of the Medical Laboratory Technology program graduates will rate the technical and academic skills of the employees as above average.

1. N/A
2. N/A
3. N/A
    a. The Employer Survey conducted each year will rate the graduates as above average on the three course area performance (competency) survey questions. "Above average" is higher than a 3.0 on a 5-point scale; however, if any of the three survey questions has an individual rating below 3.0, that individual course area performance will be reviewed further.

N/A
    b. 80% of the respondents to an Employer Survey conducted each year will respond that they would employ future graduates of the Medical Laboratory Technology program.

Student Outcomes/Competency Evaluation:

The student outcomes/student competency is measured in a set of capstone classes (MLT 259 MLT Practicum I and MLT 269 MLT Practicum II) which are classes during the last year of the program. In these classes, a comprehensive experience has been designed to assess the technical proficiency of the students based on competencies as opposed to a grade. Students complete a mock certification exam, as well as a comprehensive practical in the various departments of the laboratory in the students' clinical practice.

The clinical practice in a hospital laboratory setting evaluates knowledge, hands-on performance, critical thinking skills, and the ability to follow directions.

The certification test evaluates knowledge, hands-on skill, performance, critical thinking skills, problem solving, and ability to follow directions.

The method of evaluation utilizes internal evaluation by the program faculty and external evaluation by the American Society for Clinical Pathology Board of Certification.

Capstone Courses

MLT 259 MLT Practicum I

Grade Distribution		
Grade	**# of Students**	**%**
A	2	20%
A-	1	10%
B+	3	30%
B	2	20%
C+	2	20%
	10	
Retention Rate:		100%

Graduates	
# of Students	**Term**
4	2022SP

MLT 269 MLT Practicum II

Grade Distribution		
Grade	**# of Students**	**%**
A	2	40%
A-	1	20%
B-	1	20%
F	1	20%
	5	
Retention Rate:		100%

MEDICAL OFFICE ADMINISTRATION (A25310)

Medical Transcription Certificate (C25310A), Medical Insurance and Coding Certificate (C25310B), Medical Document Specialist Certificate (C25310C)

I. Description

The Medical Office Administration curriculum prepares individuals for employment as medical administrative personnel in the areas of medical office, medical billing and coding, dental office, patient services, and medical documents.

Coursework includes medical terminology, computer applications, medical office management, medical coding, medical insurance, and billing, medical legal and ethical issues, oral and written communication, and other topics depending on the subject area selected within this curriculum.

Graduates should qualify for employment opportunities in a variety of medical office positions in medical and dental offices, hospitals, insurance companies, laboratories, medical supply companies, and other healthcare-related organizations. Upon graduation, students may be eligible to sit for industry-recognized certification exams.

II. Analysis of Desktop Audit Summary Data

A. Enrollment: The associate annual unduplicated headcount for 2021-22 was 62, a 18% decrease from the previous year. The associate freshman headcount was 30, a 27% decrease from the previous year.

The certificate annual unduplicated headcount for 2021-22 was 23, a 36% decrease from the previous year. The certificate freshman headcount was 22, a 39% decrease from the previous year.

B. Graduation Rate: The associate graduation rate was 24%, 10 graduates. The certificate graduation rate was 82%, 18 graduates. The unduplicated graduate headcount was 20.

Goal Accomplishment of Graduates:

1.   Of the 20 graduating students, 9 responded to the graduate survey. All graduates stated that their goal was to obtain a degree/certificate.

2.   Upon graduating, 100% (9 graduates) of those responding to the survey said that they had fully accomplished their goal.

C. Goal Accomplishment of Students Who Did Not Intend to Complete Program *(primary goal-Job enhancement in current employment or for a new field of employment, personal interest, or transfer)*: N/A

D. Early Leavers in 2021-22:

1. **Withdrawals from the College:** Of the 20 students (17 associate and 3 certificate) withdrawing from the College (24% withdrawal rate), none responded to the Leaver survey.

Goal Accomplishment of Withdrawals: Withdrawals did not respond to the Leaver survey.

2. **Changed Academic Program:** Eight associate students changed their academic program prior to completion. Three students changed to Associate in Arts, two to Early Childhood Education, one to Criminal Justice Technology, and two to Paralegal Technology.

E. Successful Placement: The related employment and/or enrollment in additional education rate of the graduates responding to the survey is 67%, 2 in related employment and 5 enrolled in additional education. One graduate enrolled in additional education is also in related employment and not calculated in the placement rate. The one-year follow-up (Alumni Survey-Job Link) of 2020-21 graduates showed one more graduate in related employment or enrolled in additional education for a placement rate of 59%.

F. Employer Survey Results (*1 survey, 1 response, 1 do not contact*): The graduate working in this field was rated excellent by the employer. Overall rate of satisfaction of employer with graduate employee was excellent. 100% said they would hire future Coastal graduates.

G. Certification/Licensure: Not applicable.

H. **Advisory Committee:** The Advisory Committee met on May 5, 2022, and the minutes are on file. The meeting was held using Microsoft Teams. Sierra Moak of Carobell Inc., Jennifer Fields of Radiology Partners, Breann Brown of Onslow Memorial Hospital, Winona Yokum of United Valor Solutions, Jennifer Weaver of Consolidated Staffing Solutions, and April Parker, Tyler Willis, and Josephine Molinas of Coastal Carolina Community College were present. Before the meeting, committee members were given handouts of curricula for both Medical Office Administration and Office Administration. The majority of the meeting was centered around the new 2022-2023 catalog changes for both programs. April Parker and Winona Yokum discussed the transition of the medical transcription field, and how to best deliver OST 244 Medical Document Processing, the course that would be replacing OST 241 Medical Office Transcription I. The committee discussed different textbooks that the department had reviewed for the new course. The field of Medical Scribing was updated by committee members who currently work in the field of medical records. The need for basic computer skills was once again emphasized by the committee. Tyler Willis presented updates on two new Office Administration courses that would be offered in the new catalog – OST 122 Office Computations and OST 153 Office Finance Solutions. Committee members were reminded to keep graduates in mind as they become aware of job opportunities in the community.

I. **Student Opinion Survey** *(5-point scale)*: **The opinion survey reveals that:**
Withdrawals did not rate services.
Graduates rated Quality of Instruction in Program Areas, Quality of Instruction in Other Courses, Overall Quality of Academic Program, Teaching Facilities, and Equipment excellent.

III. Program Status & Plans - Next 1 to 2 Years (*Faculty/Dept. Head/Division Chair Section*)

A. **Staffing:** The equivalent of 3 full-time SACSCOC-qualified instructors teach in both the Medical Office Administration and Office Administration programs, with 8.31% of courses taught by adjuncts.

B. **Facilities/Equipment:**

Facilities – The current facilities are adequate.

Equipment – The current facilities are adequate.

C. **Employment Demand:**

Medical Office Secretaries
Nationally, the need for medical office secretaries is expected to increase at a faster than average rate, increasing 11% through 2030. In North Carolina, this occupation is expected to grow 18% statewide through 2028. There are 2,250 annual vacancies expected for this occupation in North Carolina.

Average Salary	Minimum Annual/Hour	Median Annual/Hour	High Annual/Hour
National	$29,040/$13.96	$37,450/$18.01	$53,630/$25.78
State	$28,770/$13.83	$36,590/$17.59	$46,710/$22.46
Local	$26,930/$12.95	$29,860/$14.36	$38,030/$18.28

http://www.onetonline.org

Medical Billing and Coding: Medical Records/Health Information Technician
Nationally, opportunities for medical billing and coding professionals are expected to increase 9% through 2030. In North Carolina, this occupation is expected to increase 11% through 2028. There are 420 annual vacancies expected for this occupation in North Carolina.

Average Salary	Minimum Annual/Hour	Median Annual/Hour	High Annual/Hour
National	$29,430/$14.15	$46,660/$22.43	$74,200/$35.67
State	$29,140/$14.01	$38,620/$18.57	$60,780/$29.22
Local	$29,400/$14.13	$45,950/$22.09	$61,280/$29.46

http://www.onetonline.org

D. **Trends:** According to the Occupational Outlook Handbook published by The Bureau of Labor Statistics, healthcare occupations are projected to grow 14% from 2018-2028. This increase is due to an aging population, increasing the demand for healthcare services.

Employment of Medical Coders, Medical Records Clerks, and Health Information Technicians is expected to increase by 11% from 2018-2028. Employment of Medical Transcriptionists is projected to decrease 3% from 2018-2028, mainly due to technological advances and outsourcing.

IV.   Data Page

A.   Operating Budget:

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2021-22	0	0	1,085	1,084	0	0
2020-21	0	0	1,333	892	0	(3)
2019-20	0	0	3,306	3,155	504	528
2018-19	0	0	695	422	0	(11)
2017-18	0	0	325	349	613	610

Note: Amounts can be transferred between supplies and travel.

Graduation Rate/Successful Placement Scale (Internal Benchmark)
Unsatisfactory…………..Satisfactory
0-49%................................50-100%

B.   Enrollment:

1.   Associate (A25310)

	Headcount		Grads		FTE			
	FRS	Annual Undup.	No.	%	Fall	Spring	Summer	Total
2021-22	30	62	10	24	17.41	17.41	7.06	41.88
2020-21	41	76	20	65	18.59	20.44	11.91	50.94
2019-20	31	86	23	40	29.02	28.11	9.53	66.66
2018-19	58	118	24	33	34.72	36.12	11.55	82.39
2017-18	73	142	29	35	37.93	41.91	14.70	94.54

2.   Certificates (Includes all three certificates, unduplicated)

	Headcount		Grads		FTE			
	FRS	Annual Undup.	No.	%	Fall	Spring	Summer	Total
2021-22	22	23	18	82	0.94	1.32	0.09	2.35
2020-21	36	36	34	94	0.25	0.53	0.09	0.87
2019-20	42	42	41	98	0.50	0.69	0.00	1.19
2018-19	42	42	41	100+	0.47	0.00	0.00	0.47
2017-18	40	42	41	100+	0.63	0.34	0.00	0.97

C.   Unduplicated Program Graduates 2021-22:

	Graduates	Associate Degree	Medical Trans. Cert.	Medical Insur. & Coding Cert.	Medical Document Spec. Cert.
Associate Degree	10	N/A	5	8	4
Medical Trans. Cert.	8	5	N/A	7	5
Medical Insur. & Coding Cert.	11	8	7	N/A	5
Medical Document Spec. Cert.	11	4	5	5	N/A

Note: The table shows students who graduated with one or more credential.
Four students graduated with an Associate Degree, C25310A, C25310B, and C25310C.

D.   **Job Placement Follow-Up Results:**

	Re-sponses	Related Employ.	Unrelated Employ.	Un-employ.	More Educ.	Un-known	1-yr Follow-up Related Emp.
2021-22	9	2 (22%)	3	4	5	0	
2020-21	17	4 (24%)	3	10	7	0	Unch (24%)
2019-20	18	4 (22%)	4	10	8	0	3 (39%)
2018-19	27	4 (15%)	10	13	11	0	1 (19%)
2017-18	28	8 (29%)	7	13	15	0	Unch (29%)

2021-22 – One graduate enrolled in additional education is also in related employment.
2020-21 – Two graduates enrolled in additional education are also in related employment.
2018-19 – One graduate enrolled in additional education is also in related employment.
2017-18 – Five graduates enrolled in additional education are also in related employment.
Note: Employment status percents are calculated using number of responses.

E.   **Student Opinion Survey Results:**

Excellent	Above Avg.	Average	Below Avg.	Poor
5 - - - - - -	- - - - 4 - - - -	- - - 3 - - -	- - - 2 - - -	- - - 1

	Graduates (9 of 20)	Withdrawals (0 of 20)
Quality of Instruction in Program Areas	4.67	N/A
Quality of Instruction in Other Courses	4.78	N/A
Overall Quality of Academic Program	4.78	N/A
Teaching Facilities	4.56	N/A
Equipment	4.56	N/A

F.   **Employer Survey Results (1 of 1): Evaluation of Students in Related Field Only**
Employer Response to Survey Questions
1.   Performance of vocational or technical skills   5.00
2.   Effective communication in speaking, writing, reading, and listening   5.00
3.   Demonstrates the needed math skills   5.00
4.   Uses information to analyze problems and make logical decisions   5.00
5.   Demonstrates good work habits   5.00
6.   If the need arises, would you hire a Coastal graduate in the future?   100% Yes
7.   Overall rate of satisfaction with Coastal graduate employee   5.00

V.   Quality Review Summary

A. **Strengths:** Students are gaining exposure to office technologies such as speech recognition software, Microsoft Teams, Zoom, screen sharing, and video conferencing. Essential, basic office skills are developed that are demanded in a rapidly evolving modern medical office environment. Blackboard Collaborate is utilized in online classes, providing better engagement for online students. The Medical Office Administration program can be completed 100% online, which allows more opportunities for students to complete the program. Faculty remains engaged with a system-wide network of educators to better align the Office Administration curriculum with current medical office trends.

B. **Weaknesses:** Although the department continues to work with other system-wide community college educators to develop a curriculum, enrollment remains low. The department needs to continue to seek out ways to work with the College's Public Information Office to develop ways to market the program, including a better-designed college website department page. Support is needed for the department to investigate ways to find additional methods to market the program and increase the pool of recruitment of future students.

C. **Progress and Response to Objectives Set and Printed in 2020-21 DTA**
1.   Complete online training with the American Association of Professional Coders (AAPC) to assist in the completion of the Certified Professional Coder examination. **COMPLETE**

2. Create rack cards for on and off-campus events to market the program. **COMPLETE**
3. Two instructors will attend the North Carolina Computer Instructor Association Conference. **CONTINUE**
4. Build relationships with additional medical offices to increase employment rates. **CONTINUE AS REVISED**
5. Collaborate with the Dental Department to investigate offering a Dental Office Administration Diploma. **COMPLETE**
6. Remove OST 241 Medical Office Transcription from the curriculum, and add OST 244 Medical Document Processing to better meet the demands of the current medical office setting. **COMPLETE**
7. Replace MKT 223 Customer Service with OST 263 Healthcare Customer Relations to align the class more with the needs of patients in the medical office setting. **COMPLETE**
8. Increase the use of Teams and Blackboard Collaborate for virtual advising appointments. **COMPLETE AND ONGOING**
9. Engage with the NC-OST Google group to investigate strategies for curriculum development and promote networking opportunities. **COMPLETE AND ONGOING**
10. Purchase state-of-the-art equipment to improve the delivery of online instruction. **COMPLETE**
11. Implement strategies to increase employment in the field and/or obtain employment information from graduates. **COMPLETE AND ONGOING**
12. Explore adding new members to the Advisory Committee. **COMPLETE**

D. Summary of Improvements and/or Budget Decisions Based On Analysis

1. A new desktop computer was purchased for two instructors.
2. A new member was added to the Advisory Committee.
3. The Medical Office Administration program added new courses to align with the present job market and deleted outdated courses.
4. Two new diplomas were developed within the program.
5. Medical Office Administration rack cards were created to market the program on and off campus.
6. The faculty joined the NC-OST Google group for networking.

E. Program Objectives/Action for the Next 1 to 2 Years

1. Two instructors will attend the North Carolina Computer Instructor Association Conference.
2. Coordinate with surrounding healthcare system entities to increase student employment rates.
3. Shadow local offices to identify skill sets beneficial to the program.
4. Initiate a conversation to discuss the feasibility of creating a Career and Technical Education (CTE) certificate within the Career and College Promise (CCP) program.
5. Update the department web page with current tracking charts and departmental information.
6. Complete transcription reviews with program leavers and assist these students in completing the program.
7. Purchase an office whiteboard to be used in the delivery of online course lectures, Blackboard Collaborate tutoring sessions, and in-office tutoring sessions for MED 116 Introduction to Anatomy and Physiology, OST 141 Medical Office Terminology I, and OST 142 Medical Office Terminology II.
8. Increase graduation survey responses by contacting students who have not completed the survey.

F. Program/Student Learning Outcomes at Program Completion

1. Graduates of the Medical Office Administration program will be employed in the field.

67%   a. 50% of the graduates of the Medical Office Administration program responding to the Graduate/Completer Survey will report employment in the field or continuing their education.

59%   b. 50% of the previous year graduates of the Medical Office Administration program responding to the Alumni Survey distributed one year after graduation will report employment in the field or continuing their education.

2. Graduates of the Medical Office Administration program will be technically proficient.

100%   a. At the close of their final term, 90% of the graduates will be able to pass with 70% accuracy the capstone course, OST 288 Medical Office Administration Capstone. Student competencies are measured by the ability to successfully complete a comprehensive review of subject matter and technologies encountered in the Medical Office Administration degree curriculum.

4.67   b. Graduates will rate the Quality of Instruction as above average on the graduate survey.

3. Employers of the Medical Office Administration program graduates will rate the technical and academic skills of the employees as average or above.

1. 5.00
2. 5.00
3. 5.00

a.   The Employer Survey conducted each year will rate the graduates as average or above on the stated modules of the Office Proficiency Assessment examination. Average equals a 3.0 rating on a 5-point scale; however, if any of the office Proficiency Assessment questions has an individual rating below 3.0, that individual course area performance will be reviewed further.

100%

b.   80% of the respondents to an Employer Survey conducted each year will respond that they would employ future graduates of the Medical Office Administration program.

Student Outcomes/Competency Evaluation:
The student outcomes/student competency is measured in a capstone class, which is a class during the last semester of the program. OST 288 Medical Office Administration Capstone is a capstone class that demonstrates competencies by having students complete a cumulative review of the subject matter and technologies encountered within the associate's degree. Students are also introduced to the College's Career Center for workshops on résumés, cover letters, marketing strategies, and social media.
Upon completion of this capstone, students will be prepared to find a job in the current medical office using the most up-to-date job hunting strategies. Students also complete a mock interview at the conclusion of the semester.

Capstone Course
OST 288 Medical Office Admin Capstone

Grade Distribution		
Grade	# of Students	%
A	5	55.6%
A-	1	11.1%
B-	2	22.2%
C	1	11.1%
	9	
Retention Rate:		100%

Graduates	
# of Students	Term
8	2022SP

OFFICE ADMINISTRATION (A25370)

Office Software Certificate (C25370), Customer Service Certificate (C25370A)

I. Description

The Office Administration curriculum prepares individuals for employment as administrative office personnel who use skills in the areas of office management, office finance, legal office, virtual office, customer service, and office software.

Course work includes computer applications, oral and written communication, analysis and coordination of office tasks and procedures, records management, and other topics depending on the subject area selected within this curriculum.

Graduates should qualify for employment opportunities in a variety of office positions in business, government, and industry. Upon graduation, students may be eligible to sit for industry recognized certification exams.

II. Analysis of Desktop Audit Summary Data

A. Enrollment: The annual associate unduplicated headcount for 2021-22 was 27, a 27% decrease from the previous year. The associate freshman headcount was 12, a 29% decrease from the previous year. The annual certificate unduplicated headcount for 2021-22 was 9, a 25% decrease from the previous year. The certificate freshman headcount was 8, a 33% decrease from the previous year.

B. Graduation Rate: The associate graduation rate was 41%, 7 graduates. The certificate graduation rate was 100%, 8 graduates. The unduplicated graduate headcount was 10.

Goal Accomplishment of Graduates:

1. Of the 10 graduating students, 5 responded to the graduate survey. Four graduates stated that their goal was to obtain a degree/certificate.

2. Upon graduating, 100% (4 graduates) of those responding with a goal to the survey said that they had fully accomplished their goal.

C. Goal Accomplishment of Students Who Did Not Intend to Complete Program *(primary goal-Job enhancement in current employment or for a new field of employment, personal interest, or transfer):*
N/A

D. Early Leavers in 2021-22:

1. **Withdrawals from the College:** Of the 5 associate students and one certificate student withdrawing from the College (17% withdrawal rate), none responded to the Leaver survey.

    Goal Accomplishment of Withdrawals: Withdrawals did not respond to the Leaver survey.

2. **Changed Academic Program:** One student changed her academic program prior to completion to Associate in Arts.

E. Successful Placement: The related employment and/or additional enrollment rate of the graduates responding to the survey is 100%, 4 in related employment and 2 enrolled in additional education. One of the graduates enrolled in additional education is also in related employment and not calculated in the placement rate. The one-year follow-up (Alumni Survey-Job Link) of 2020-21 graduates showed one more graduate in related employment or enrolled in additional education for a placement rate of 43%.

F. Employer Survey Results *(3 surveys, 0 responses, 1 do not contact)***:** The employers did not respond to the Employer survey.

G. Certification/Licensure: N/A

H. Advisory Committee: The Advisory Committee met on May 5, 2022, and the minutes are on file. The meeting was held using Microsoft Teams. Sierra Moak of Carobell Inc., Jennifer Fields of Radiology Partners, Breann Brown of Onslow Memorial Hospital, Winona Yokum of United Valor Solutions, Jennifer Weaver of Consolidated Staffing Solutions, and April Parker, Tyler Willis, and Josephine Molinas of Coastal Carolina Community College were present. Before the meeting, committee members were given handouts of curricula for both Medical Office Administration and Office Administration. The majority of the meeting was centered around the new 2022-2023 catalog changes for both programs. April Parker and Winona Yokum discussed the transition of the medical transcription field, and how to best deliver OST 244 Medical Document Processing, the course that would be replacing OST 241 Medical Office Transcription I. The committee discussed different textbooks that the department had reviewed for the new course. The field of Medical Scribing was updated by committee members who currently work in the field of medical records. The need for basic computer skills was once again emphasized by the committee. Tyler Willis presented updates on two new Office Administration courses that would be offered in the new catalog – OST 122 Office Computations and OST 153 Office Finance Solutions. Committee members were reminded to keep graduates in mind as they become aware of job opportunities in the community.

I. Student Opinion Survey (5-point scale): The opinion survey reveals that:
Withdrawals did not rate services.
Graduates rated Quality of Instruction in Program Areas, Quality of Instruction in Other Courses, Overall Quality of Academic Program, Teaching Facilities, and Equipment excellent.

III. Program Status & Plans - Next 1 to 2 Years *(Faculty/Dept. Head/Division Chair Section)*

A. Staffing: The equivalent of 3 full-time SACSCOC-qualified teach in both the Office Administration and Medical Office Administration programs, with 8.31% of courses taught by adjunct instructors.

B. Facilities/Equipment:
Facilities – The facilities are adequate with one classroom dedicated as the Office Administration/Medical Office Administration Lab.
Equipment – The current facilities are adequate.

C. Employment Demand:
Secretaries and Administrative Assistants
Nationally, the need for secretaries and administrative assistants is expected to decrease 8% through 2030. In North Carolina, this occupation is expected to decrease 8% through 2028. There are 6,100 annual vacancies expected for this occupation in North Carolina.

Average Salary	Minimum Annual/Hour	Median Annual/Hour	High Annual/Hour
National	$28,200/$13.56	$37,880/$18.21	$59,500/$28.61
State	$27,410/$13.18	$37,680/$18.11	$49,000/$23.56
Local	$22,200/$10.67	$35,680/$17.15	$47,910/$23.03

http://www.onetonline.org

D. Trends: According to Randstad's Workplace 2025 assessment, businesses are finding that increased automation, adoption of new digital tools, and the added flexibility of remote worker support are allowing assistants to service more departments than ever before, placing a greater emphasis on selecting candidates who possess superior organizational abilities and time management skills, and who can work well with new workplace technologies. Opportunities should be best for applicants with extensive knowledge of computer software applications and the ability to use those applications for decision making.

IV. Data Page

A. Operating Budget:

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2021-22	0	0	0	(1)	0	0
2020-21	0	0	223	221	0	0
2019-20	0	0	106	106	247	244
2018-19	0	0	107	107	0	0
2017-18	0	0	113	52	282	342

Graduation Rate/Successful Placement Scale (Internal Benchmark)
Unsatisfactory…………Satisfactory
0-49%...............................50-100%

B. Enrollment:

1. Associate (A25370)

	Headcount		Grads		FTE			
	Freshmen	Annual Undup.	No.	%	Fall	Spring	Summer	Total
2021-22	12	27	7	41	7.78	8.34	3.31	19.43
2020-21	17	37	6	32	9.97	7.94	3.69	21.60
2019-20	19	40	10	50	11.52	10.67	5.59	27.78
2018-19	20	44	8	32	12.58	10.33	4.94	27.85
2017-18	25	52	5	16	14.60	14.48	5.07	34.15

2. Office Software Certificate (C25370)

	Headcount		Grads		FTE			
	Freshmen	Annual Undup.	No.	%	Fall	Spring	Summer	Total
2021-22	5	5	5	100	0.00	0.00	0.00	0.00
2020-21	8	8	8	100	0.50	0.19	0.00	0.69
2019-20	16	16	13	81	0.71	0.31	0.00	1.02
2018-19	8	8	7	88	0.13	0.00	0.00	0.13
2017-18	7	7	6	86	0.73	0.69	0.00	1.42

3. Customer Service Certificate (C25370A)

	Headcount		Grads	
	Freshmen	Annual Undup.	No.	%
2021-22	8	9	8	100
2020-21	9	9	8	89
2019-20	16	16	13	81
2018-19	8	8	7	88
2017-18	7	7	6	86

C. Unduplicated Program Graduates 2021-22:

	Graduates	Associate Degree	Office Software Certificate	Customer Service Certificate
Associate Degree	7	N/A	3	4
Office Software Certificate	5	3	N/A	5
Customer Service Certificate	5	4	5	N/A

Note: The table shows students who graduated with one or more credential.

D. Job Placement Follow-Up Results:

	Responses	Related Employ.	Unrelated Employ.	Un-employ.	More Educ.	Unknown	1-yr Follow-up Related Emp.
2021-22	5	4 (80%)	0	1	2	0	
2020-21	7	1 (14%)	3	3	3	0	1 (29%)
2019-20	5	3 (60%)	1	1	3	0	Unch (60%)
2018-19	10	1 (10%)	2	7	3	0	Unch (10%)
2017-18	6	1 (17%)	1	4	1	0	1 (33%)

2021-22 – One graduate in additional education is also in related employment.
2020-21 – One graduate in additional education is also in related employment.
2019-20 – Two graduates in additional education are also in related employment.

E. Student Opinion Survey Results:

	Excellent	Above Avg.	Average	Below Avg.	Poor
	5 - - - - - -	- - - - 4 - - - -	- - - 3 - - -	- - - 2 - - -	- - - 1

	Graduates (5 of 10)	Withdrawals (0 of 6)
Quality of Instruction In Program Areas	5.00	N/A
Quality of Instruction in Other Courses	4.75	N/A
Overall Quality of Academic Program	4.75	N/A
Teaching Facilities	4.50	N/A
Equipment	4.50	N/A

F. Employer Survey Results (0 of 3): Evaluation of Students in Related Field Only

Employer Response to Survey Questions

1. Performance of vocational or technical skills   N/A
2. Effective communication in speaking, writing, reading and listening   N/A
3. Demonstrates the needed math skills   N/A
4. Uses information to analyze problems and make logical decisions   N/A
5. Demonstrates good work habits   N/A
6. If the need arises, would you hire a Coastal graduate in the future?   N/A
7. Overall rate of satisfaction with Coastal graduate employee   N/A

V. Quality Review Summary

A. Strengths: Students are gaining exposure to office technologies such as speech recognition software, Microsoft Teams, Zoom, screen sharing, and video conferencing. Essential, basic office skills are developed that are demanded in a rapidly evolving modern office environment. Blackboard Collaborate is utilized in online classes, providing better engagement for online students. The Office Administration program can be completed 100% online, which allows more opportunities for students to complete the program. Faculty remains engaged with a system-wide network of educators to better align the Office Administration curriculum with current office trends.

B. Weaknesses: Although the department continues to work with other system-wide community college educators to develop a curriculum, enrollment remains low. The department needs to continue to seek out ways to work with the College's Public Information Office to develop ways to market the program, including a better-designed college website department page. Support is needed for the department to investigate ways to find additional methods to market the program and increase the pool of recruitment of future students.

C. Progress and Response to Objectives Set and Printed in 2020-21 DTA
1. Create rack cards for on- and off-campus events to market the program. **COMPLETE**
2. One instructor will attend the North Carolina Computer Instructors Association Conference. **CONTINUE**
3. Replace MKT 223 Customer Service with OST 122 Office Computations to improve technical skills in the office. **COMPLETE**
4. Replace ACC 115 College Accounting with OST 153 Office Finance Solutions to improve business math skills in the office. **COMPLETE**
5. Add OST 188 Issues in Office Administration to improve office soft skills. **COMPLETE**
6. Increase the use of Teams and Blackboard Collaborate for virtual advising appointments. **COMPLETE AND ONGOING**
7. Engage with the NC-OST Google group to investigate strategies for curriculum development and promote networking opportunities. **COMPLETE AND ONGOING**
8. Purchase state-of-the-art equipment to improve the delivery of online instruction. **COMPLETE**
9. Implement strategies to increase employment in the field and/or obtain employment information from graduates. **COMPLETE AND ONGOING**

D. Summary of Improvements and/or Budget Decisions Based On Analysis
1. A MacBook Air laptop was purchased for one instructor.
2. The Office Administration program added new courses to align with the present job market.
3. A new member was added to the Advisory Committee.
4. Office Administration rack cards were created to market the program on and off campus.

5. The faculty joined the NC-OST Google group for networking.
6. Several efforts were implemented in order to increase the retention of students.

E. Program Objectives/Action for the Next 1 to 2 Years
1. One instructor will attend the North Carolina Computer Instructors Association Conference.
2. Coordinate with surrounding business offices to increase student employment rates.
3. Shadow local offices to identify skill sets beneficial to the program.
4. Initiate a conversation to discuss the feasibility of creating a Career and Technical Education (CTE) certificate within the Career and College Promise (CCP) program.
5. Update the department web page with current tracking charts and departmental information.
6. Complete transcription reviews with program leavers and assist these students in completing the program.
7. Increase graduation survey responses by contacting students who have not completed the survey.
8. Investigate the long-term viability of the program.
9. Implement strategies to obtain employer surveys.

F. Program/Student Learning Outcomes at Program Completion
1. Graduates of the Office Administration program will be employed in the field.

100%   a. 50% of the graduates of the Office Administration program responding to the Graduate/Completer Survey will report employment in the field or continuing their education.

43%   b. 50% of the previous year graduates of the Office Administration program responding to the Alumni Survey distributed one year after graduation will report employment in the field.

2. Graduates of the Office Administration program will be technically proficient.

100%   a. At the close of their final term, 90% of the graduates will be able to pass with 70% accuracy the capstone course – OST 289 Office Admin Capstone. Student competencies are measured in a live web conference presentation by the students using Web 2.0 technologies.

5.00   b. Graduates will rate the Quality of Instruction as above average on the graduate survey.

3. Employers of the Office Administration program graduates will rate the technical and academic skills of the employees as average or above.

1. N/A
2. N/A
3. N/A   a. The Employer Survey conducted each year will rate the graduates as average or above, on the stated modules of the Office Proficiency Assessment examination. Average equals a 3.0 rating on a 5-point scale; however, if any of the Office Proficiency Assessment questions has an individual rating below 3.0, that individual course area performance will be reviewed further.

N/A   b. 80% of the respondents to an Employer Survey conducted each year will respond that they would employ future graduates of the Office Administration program.

Student Outcomes/Competency Evaluation:
The student outcomes/student competency is measured in a capstone class which is a class during the last semester of the program. In this class, a comprehensive experience has been designated to assess the technical proficiency of the student based on competencies as opposed to a grade. OST 289 Office Admin Capstone is a capstone class that demonstrates competencies in computer applications, keyboarding, clerical skills, financial skills, and professional skills. Upon completion of this capstone, students will be able to: identify the issues faced by office administrators in the information age, understand the evolution of the office environment and Office Manager in a globalized world, present information to a professional audience about high-level and day-to-day challenges faced by today's office administrators, discuss current developments and technology in office management, and demonstrate organizational skills using various information systems to manage daily work, assignments, and presentations. Student competencies are demonstrated in a live web conference presentation made possible by Blackboard Collaborate.

Capstone Course
OST 289 Office Admin Capstone

Grade Distribution		
Grade	**# of Students**	**%**
A	5	71.4%
B+	1	14.3%
B	1	14.3%
	7	
Retention Rate:		100%

Graduates	
# of Students	**Term**
4	2022SP

PARALEGAL TECHNOLOGY (A25380)

Paralegal Technology Diploma (D25380); Corporate Law Legal Assistant Certificate (C25380B), Litigation Legal Assistant Certificate (C25380L), Legal Secretary Certificate (C25380S), Real Property Legal Assistant Certificate (C25380R)

I.   Description

The Paralegal Technology curriculum prepares individuals to work under the supervision of attorneys by performing routine legal tasks and assisting with substantive legal work. A paralegal/legal assistant may not practice law, give legal advice, or represent clients in a court of law.

Coursework includes substantive and procedural legal knowledge in the areas of civil litigation, legal research and writing, real estate, family law, wills, estates, trusts, and commercial law. Required courses also include subjects such as English, mathematics, and computer utilization.

Graduates are trained to assist attorneys in probate work, investigations, public records search, drafting and filing legal documents, research, and office management. Employment opportunities are available in private law firms, governmental agencies, banks, insurance agencies, and other business organizations.

II.   Analysis of Desktop Audit Summary Data

A.   Enrollment: The associate annual unduplicated headcount for 2021-22 was 51, a 21% increase from the previous year. The freshman headcount was 32, a 33% increase from the previous year.

The diploma annual unduplicated headcount for 2021-22 was 15, a 9% increase from the previous year. The freshman headcount was 12, a 9% increase from the previous year.

The certificate annual unduplicated headcount for 2021-22 was 21, a 24% increase from the previous year. The freshman headcount was 20, a 25% increase from the previous year.

B.   Graduation Rate: The associate graduation rate was 17%, 4 graduates; diploma graduation rate was 33%, 4 graduates; the certificate graduation rate was 100+%, 21 graduates. The graduate unduplicated headcount was 22.

Goal Accomplishment of Graduates:

1.   Of the 22 graduating students, 7 responded to the graduate survey. Four graduates stated that their goal was to obtain a degree/diploma/certificate.

2.   Upon graduating, 43% (3 graduates) of those responding to the survey said that they had fully accomplished their goal, and 14% (1 graduate) said that she had partially accomplished her goal.

C.   Goal Accomplishment of Students Who Did Not Intend to Complete Program (*primary goal-Job enhancement in current employment or for a new field of employment, personal interest, or transfer)*: N/A

D.   Early Leavers in 2021-22:

1.   **Withdrawals from the College:** Of the 26 (23 associate and 3 diploma) students withdrawing from the College (39% withdrawal rate), two responded to the Leaver survey.

Goal Accomplishment of Withdrawals: All withdrawals responding to the Leaver survey stated they did not accomplish their goal.

2.   **Changed Academic Program:** Five students changed their academic program prior to completion. Four changed to Associate in Arts and one to Early Childhood Education.

E.   Successful Placement: The related employment and/or enrolled in additional education rate of the graduates responding to the survey is 71%, 1 in related field and 5 enrolled in additional education. One graduate enrolled in additional education is also in related employment and not calculated in the placement rate. The one-year follow-up (Alumni Survey-Job Link) of 2020-21 graduates showed no more graduates in related employment or enrolled in additional education for a placement rate of 75%.

F.   Employer Survey Results (*1 survey, 1 response*): The graduate working in this filed was rated average by the employer. Overall rate of satisfaction of employer with graduate employee was average. 100% said they would hire future Coastal graduates.

G. **Certification/Licensure:** The associate degree program is approved by the North Carolina State Bar as a qualified paralegal studies program. It has enabled prior graduates to obtain certification and enables present and future graduates to take the state bar certification exam.

H. **Advisory Committee**: The Committee met as required in 2022. The meeting was held virtually to accommodate social distancing requirements and was attended by department staff and Advisory Committee members. The Department Head led the meeting and reviewed a prepared presentation. The presentation included a report on the unusually large freshman class in the program and the three new adjunct instructors employed to teach the increased class load. Each year the Committee reviews the same metrics to get an understanding of trends and suggest improvements where needed. The metrics reviewed annually include freshman enrollment, unduplicated headcount, early leavers, graduation rates, and employment/additional education. The Department Head finished the meeting with a review of the new certificate program implemented in 8-week sessions and focused on students at Camp Lejeune and New River MCAS.

I. **Student Opinion Survey (5-point scale): The opinion survey reveals that:**
Withdrawals rated Quality of Instruction Program Areas, Quality of Instruction in Other Courses, and Overall Quality of Academic Program, Teaching Facilities, and Equipment excellent.
Graduates rated Quality of Instruction Program Areas, Quality of Instruction in Other Courses, and Overall Quality of Academic Program, Teaching Facilities, and Equipment excellent.

III. Program Status & Plans - Next 1 to 2 Years *(Faculty/Dept. Head/Division Chair Section)*

A. **Staffing:** Currently, the program is staffed at the equivalent of 1.00 SACSCOC-qualified full-time faculty member and utilizes adjunct faculty as needed. The department had to quickly hire three additional adjunct instructors shortly before the start of the Fall semester to meet increased enrollment. On average, 42.71% of LEX courses were taught by adjunct faculty.

B. **Facilities/Equipment:**
Facilities – Classroom space is adequate. While most LEX classes are offered in both seated and online sections, the overwhelming majority of students are opting for the distance learning sections.

Equipment – The dedicated classroom has a laptop cart with seventeen laptops; these are in addition to the four research computers in BT 109, all of which are loaded with the necessary industry-specific software for instruction in Law Office Management, Legal Research, Estate Planning, and Bankruptcy. The availability of classroom computers enhances the research and writing skills in all LEX classes and engages students with the use of the Internet. The laptops will soon need to be replaced.

C. **Employment Demand:**

Nationally, the need for paralegals is expected to increase 12% through 2030. In North Carolina, this occupation is expected to grow 13% through 2028. There are 1,330 annual vacancies expected for this occupation in North Carolina.

Average Salary	Minimum Annual/Hour	Median Annual/Hour	High Annual/Hour
National	$36,410/$17.51	$56,230/$27.03	$88,640/$42.61
State	$29,910/$14.38	$46,990/$22.59	$74,780/$35.95
Local	$28,550/$13.72	$43,600/$20.96	$60,220/$28.95

http://www.onetonline.org

D. **Trends:** The demand for entry-level paralegals and interns by local law firms and legal services agencies continues to be unusually strong. The Department Head regularly receives requests from local and regional law firms desperately asking for help with recruiting. The relative dearth of qualified applicants means that law firms are willing to hire students well before graduation. While this is a desired result for students, it also contributed to the increase in the department's leaver number. Additionally, there is an apparent disconnect between increased employer demand and the decrease in the department's graduate employment in the field metric. Local employers in the legal profession have traditionally paid less for entry-level paralegals than we would expect to see given both national and state trends and do not routinely offer health insurance or similar benefits. While current economic pressures have generally resulted in increased wages for entry-level workers, the trend has not fully materialized in local law firms. Entry-level wages for paralegals and legal assistants in Jacksonville rank in the bottom 23% of all reporting locations in NC (Source: http://www.onetonline.org).

An informal survey of graduates indicates that the disconnect between demand and graduate employment in the legal field is related to this wage/benefit gap. The result is that graduates of the program are opting for positions outside the field. A review of the NCCCS data dashboards by the Department Head revealed positive growth in comparison with the rest of the North Carolina Community College System.

IV. Data Page
A. Operating Budget:

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2021-22	0	0	500	0	0	0
2020-21	0	0	750	0	0	0
2019-20	0	0	2,574	2,179	3	3
2018-19	0	0	850	0	200	(4)
2017-18	0	0	0	72	200	0

2021-22 – The funds budgeted for supplies were to be used to upgrade web casting equipment. The base equipment is no longer available and thus the upgrade became unnecessary.
Note: The Department Head regularly attends professional development which is offered free of charge (NCBAR and NALA- National Association of Legal Assistants, etc.).
Note: Amounts can be transferred between supplies and travel.
Note: The Department Head uses college-funded, in-person and virtual professional development resources on a regular basis (Quality Matters Academy, Quality Matters virtual training, etc.).

Graduation Rate/Successful Placement Scale (Internal Benchmark)
Unsatisfactory   Satisfactory
0-49%.................................50-100%

B. Enrollment:
1. Associate (A25380)

	Headcount		Grads		FTE			
	Freshmen	Ann'l Undup.	No.	%	Fall	Spring	Summer	Total
2021-22	32	51	4	17	16.31	13.00	8.44	37.75
2020-21	24	42	8	57	9.88	12.22	4.59	26.69
2019-20	14	40	9	41	14.59	13.73	5.75	34.07
2018-19	22	45	7	28	15.97	17.91	6.60	40.48
2017-18	25	46	4	12	14.20	10.45	7.53	32.18

2. Paralegal Technology Diploma (D25380)

	Headcount		Grads	
	Freshmen	Ann'l Undup.	No.	%
2021-22	12	15	4	33
2020-21	11	13	10	91
2019-20	9	11	8	89
2018-19	10	10	7	70
2017-18	5	5	4	80

3.   Corporate Law Legal Assistant Certificate (C25380B)

	Headcount		Grads	
	Freshmen	Ann'l Undup.	No.	%
2021-22	7	7	7	100
2020-21	10	10	10	100
2019-20	8	8	8	100
2018-19	10	10	10	100
2017-18	5	5	5	100

4.   Litigation Legal Assistant Certificate (C25380L)

	Headcount		Grads	
	Freshmen	Ann'l Undup.	No.	%
2021-22	13	14	14	100+
2020-21	8	8	7	88
2019-20	12	12	12	100
2018-19	11	11	10	91
2017-18	15	13	15	100+

5.   Legal Secretary Certificate (C25380S)

	Headcount		Grads	
	Freshmen	Ann'l Undup.	No.	%
2021-22	9	9	9	100
2020-21	6	7	7	100
2019-20	10	10	9	90
2018-19	10	10	9	90
2017-18	4	4	4	100

6.   Real Property Legal Assistant Certificate (C25380R)

	Headcount		Grads	
	Freshmen	Ann'l Undup.	No.	%
2021-22	6	6	6	100
2020-21	10	10	9	90
2019-20	9	9	9	100
2018-19	9	9	9	100
2017-18	2	2	2	100

C. Unduplicated Program Graduates 2021-22:

	Graduates	Associate Degree	Diploma	Corporate Law Legal	Litigation Legal	Legal Secretary	Real Property
Associate Degree	4	N/A	2	1	1	3	1
Diploma	4	2	N/A	2	1	2	2
Corporate Law Legal	7	1	2	N/A	5	5	5
Litigation Legal	14	1	1	5	N/A	5	6
Legal Secretary	9	3	2	5	5	N/A	4
Real Property	6	1	2	5	6	4	N/A

Note: The table shows students who graduated with one or more credential.

D. **Job Placement Follow-Up Results:**

	Re-sponses	Related Employ.	Unrelated Employ.	Un-employ.	More Educ.	Un-known	1-yr Follow-up Related Emp.
2021-22	7	1 (14%)	4	1	5	0	
2020-21	4	1 (25%)	1	2	3	0	1 (50%)
2019-20	6	4 (67%)	2	0	2	0	Unch (67%)
2018-19	13	8 (62%)	5	0	4	0	Unch (62%)
2017-18	8	5 (63%)	2	1	3	0	Unch (63%)

2021-22 – One graduate enrolled in additional education is also in related employment.
2020-21 – One graduate enrolled in additional education is also in related employment.
2018-19 – Two graduates enrolled in additional education are also in related employment.
2017-18 – Two graduates enrolled in additional education are also in related employment.
Note: Employment status percents are calculated using number of responses.

E. **Student Opinion Survey Results:**

Excellent	Above Avg.	Average	Below Avg.	Poor
5 - - - - - -	- - - - 4 - - - -	- - - 3 - - -	- - - 2 - - -	- - - 1

	Graduates (7 of 22)	Withdrawals (2 of 26)
Quality of Instruction In Program Area	4.50	5.00
Quality of Instruction in Other Courses	4.75	5.00
Overall Quality of Academic Program	4.50	5.00
Teaching Facilities	4.75	5.00
Equipment	4.75	5.00

F. **Employer Survey Results (1 of 1): Evaluation of Students in Related Field Only**
Employer Response to Survey Questions

1. Performance of vocational or technical skills — 3.00
2. Effective communication in speaking, writing, reading and listening — 3.00
3. Demonstrates the needed math skills — 3.00
4. Uses information to analyze problems and make logical decisions — 3.00
5. Demonstrates good work habits — 3.00
6. If the need arises, would you hire a Coastal graduate in the future? — 100% Yes
7. Overall rate of satisfaction with Coastal graduate employee — 3.00

IV. Quality Review Summary

A. **Strengths:** Current metrics indicate positive growth stemming from market demand and the Department's commitment to develop additional program options that meet evolving student delivery expectations. Freshmen and overall unduplicated headcount are at a five-year high. Student success rates in distance learning sections (83.9%) exceeded those with a seated element (77.6%) which, along with the strong GPA in distance learning sections, seems to indicate our multi-year focus on the efficacy of this growing segment is paying dividends.

B. **Weaknesses:** The number of students who did not complete the A25380 program on time this year and are therefore being counted as leavers is of significant concern. Historically, we know that more than 35% of students return to the program. This would indicate that some normalizing of the graduation rate will occur over time. However, we must continue to collect and monitor data so that we can respond to growing trends such as students leaving the program upon the achievement of a certificate or diploma. Additionally, the Department must address the low number of students responding to leaver, graduate, and employers responding to employer surveys.

C. Progress and Response to Objectives Set and Printed in 2020-21 DTA
1. Re-establish live streaming of seated classes so the distance learning students may participate. **CONTINUE**
2. Create rack cards for on and off campus events to market the program. **COMPLETE**
3. Implement internal standard of review for Distance Learning classes using Quality Matters Rubric. **CONTINUE**
4. Develop additional onboarding elements to help flatten the learning curve for new adjunct instructors – thereby increasing the quality of the product we provide to students. **COMPLETE**
5. Investigate the need to hire an additional full-time instructor to teach classes due to increase in enrollment. **CONTINUE**
6. Implement virtual law office internships for distance learning and disabled students. **COMPLETE**
7. Purchase new laptops to replace the outdated laptops in the classroom. **CONTINUE**
8. Purchase new desktop for instructor use in the dedicated lab. **COMPLETE**
9. Purchase state of the art SMART Board to enhance student engagement. **CONTINUE**
10. Identify student performance and at-risk behavior early in the semester and collaborate with success coaches to enhance student success rates. **COMPLETE AND ONGOING**
11. Identify strategies to ensure students develop workplace-focused math skills. **COMPLETE**

D. Summary of Improvements and/or Budget Decisions Based On Analysis
1. The implementation of an optional virtual law office internship (VLOI) removed a significant impediment to graduation for select students in the A25380 program. The VLOI allows those who cannot participate in a traditional internship to satisfy the WBL 111 Work-Based Learning I requirement.
2. The multi-year departmental focus on increasing the efficacy of distance learning course content resulted in a student success rate of over 80% and GPA of over 3.5 in online classes.
3. Identified support services for at-risk students.
4. Strategies were implemented to ensure students develop work-based math skills by using the co-requisite approach.

E. Program Objectives/Action for the Next 1 to 2 Years
1. Re-establish live streaming of seated classes so the Distance Learning students may participate.
2. Implement an internal standard of review for Distance Learning classes using the Quality Matters Rubric.
3. Investigate the need to hire an additional full-time instructor to teach classes due to increase in enrollment.
4. Purchase new laptops to replace the outdated laptops in the classroom.
5. Purchase state of the art SMART Board to enhance student engagement.
6. Formalize process to collect and analyze data on why students are not completing the A25380 program in a timely manner and/or leaving the program all together.
7. Formalize process to collect and analyze data on graduate employment in the field or students seeking additional education.
8. Increase the quality of course content through implementation of Quality Matters principals learned at the Quality Matters Academy.
9. Begin a multi-year plan to achieve "Qualified Paralegal Studies Program" designation for the D25380 program from the NC the Board of Paralegal Certification. This will qualify graduates of the D25380 program to sit for the voluntary North Carolina Certified Paralegal and/or the National Association of Legal Assistants certification exams.

F. Program/Student Learning Outcomes at Program Completion
1. Graduates of the Paralegal Technology program will be employed in the field.
   71%
   a. 50% of the graduates of the Paralegal Technology program responding to the Graduate/Completer Survey will report employment in the field or seeking additional education.
   75%
   b. 75% of the previous year graduates of the Paralegal Technology program responding to the Alumni Survey distributed one year after graduation will report employment in the field or seeking additional education.
2. Graduates of the Paralegal Technology program will be technically proficient in assisting attorneys in most facets of the law. At the close of their final term, 95% of the graduates will be able to directly assist a
   100%
   private practicing attorney or public legal services agency in any legal services delivery task as directed by the attorney or agency supervisor in capstone course, WBL 111 Work-Based Learning I experience.

3. Employers of the Paralegal Technology program graduates will rate the technical and academic skills of the employees as average or above.

1. 3.00
2. 3.00
3. 3.00

a. The Employer Survey conducted each year will rate the graduates as above average on the three course area performance (competency) survey questions. "Above average" is higher than a 3.0 on a 5-point scale; however, if any of the three survey questions has an individual rating below 3.0, that individual course area performance will be reviewed further.

100%

b. 80% of the respondents to an Employer Survey conducted every year will respond that they are satisfied with the employees and they would employ future graduates of the Paralegal Technology program.

Student Outcomes/Competency Evaluation:

For those enrolled in the A25380 program, student outcomes/student competency is measured in a capstone course, WBL 111 Work-Based Learning I. The department now offers options to complete this course in either an in-person or a virtual internship setting. In both offerings, the student works under the supervision of an attorney and is challenged by a cumulative and comprehensive experience designed to assess the technical proficiency of the student.

Capstone Course
WBL 111 Work-Based Learning I

Grade Distribution				Graduates	
Grade	# of Students	%		# of Students	Term
A	5	100%		2	2022SP
	5				
Retention Rate:		100%			

PRACTICAL NURSING (D45660)

I.   Description

The Practical Nursing curriculum provides knowledge and skills to integrate safety and quality into nursing care to meet the needs of the holistic individual which impact health, quality of life, and achievement of potential. Coursework includes and builds upon the domains of healthcare, nursing practice, and the holistic individual. Content emphasizes safe, individualized nursing care and participation in the interdisciplinary team while employing evidence-based practice, quality improvement, and informatics.

Graduates are eligible to apply to take the National Council Licensure Examination (NCLEX-PN) which is required for practice as a Licensed Practical Nurse. Employment opportunities include hospitals, rehabilitation/long term care/home health facilities, clinics, and physicians' offices.

II.   Analysis of Desktop Audit Summary Data

A.   **Enrollment:** The annual unduplicated headcount for 2021-22 was 20, a 11% increase from the previous year. The freshman headcount was 20, a 18% increase from the previous year.

B.   **Graduation Rate:** The graduation rate was 95%, 19 graduates.

Goal Accomplishment of Graduates: The program is fulfilling its purpose because:

1.   Of the 19 graduating students, 16 responded to the graduate survey. All graduates stated that their goal was to obtain a diploma.
2.   Upon graduating, 81% (13 graduates) of those responding to the survey said that they had fully accomplished their goal, 19% (3 graduates) said that they had partially accomplished their goal.

C.   **Goal Accomplishment of Students Who Did Not Intend to Complete Program** *(primary goal-Job enhancement in current employment or for a new field of employment, personal interest, or transfer)*: N/A

D.   **Early Leavers in 2021-22:**

1.   **Withdrawals from the College:** No withdrawals from the college.

Goal Accomplishment of Withdrawals: N/A

2.   **Changed Academic Program:** One student changed their academic program prior to completion to Associate in Arts.

E.   **Successful Placement:** The related employment and/or enrollment in additional education rate of the graduates responding to the survey is 94%, 5 in related field and 15 enrolled in additional education. Five students who enrolled in additional education are also in related employment and are not calculated in the placement rate. The one-year follow-up (Alumni Survey-Job Link) of 2020-21 graduates showed no more graduates in related employment or enrolled in additional education for a placement rate of 100%.

F.   **Employer Survey Results** *(2 surveys, 0 responses, 1 do not contact)*: The employer did not respond to the Employer survey.

G.   **Certification/Licensure:** The 2021 first time pass rate of the NCLEX-PN exam for the 19 students who have taken it during the current reporting period is 70%.

H.   **Advisory Committee:** The Advisory Committee for 2021-2022 met virtually. The Director provided an overview of data for the 2021-2022 academic year to include NCLEX statistics and completion rates. The recent news of initial ACEN accreditation and the upcoming completion of a new simulation lab was shared.

I.   **Student Opinion Survey (5-point scale):** The opinion survey reveals that:
Withdrawals: N/A
Graduates rated Quality of Instruction in Program Areas, Quality of Instruction in Other Courses, Overall Quality of Academic Program, Teaching Facilities, and Equipment above average.

III.   Program Status & Plans - Next 1 to 2 Years *(Faculty/Dept. Head/Division Chair Section)*

A.   **Staffing:** For the 2021-2022 academic year, faculty include four full-time Registered Nurses and one adjunct, as well as the Director of the Nursing Programs. All four faculty are shared with the Associate Degree Nursing program. The nursing programs have undergone leadership change due the exit of a program director. A faculty member served as interim director until a permanent director was hired. The department also hired a full-time faculty member to fill a vacancy. The Nursing Department was fully staffed at the end of the Spring 2022 semester.

Adjunct Registered Nurses are hired for clinical sites in order to meet ratios. It is difficult at times to recruit enough qualified adjunct faculty to teach clinicals.

B. Facilities/Equipment:

Labs – The standard labs in H 119 and H 126 continue to meet nursing student needs. The simulation lab (H 113) is being used in a limited capacity and will be replaced by a new simulation lab (MS 207).
Classroom space – Classrooms H 106, H 137, H 119, and MS 211 meet lecture needs for the ADN program with the ability to seat 33 students. H 119 is sufficient to meet the needs of the students when performing skills. H 126 meets classroom and skills lab needs in the ADN program when the classes are divided during labs.

Equipment – All classrooms and H 119 and H 126 labs are equipped with mounted projectors, Smart Boards or Sympodia, and laptops that meet the classroom needs. Simulation equipment includes Sim Baby, which is a mid-fidelity manikin; Sim Mom, which is a high-fidelity simulation to meet the needs of our higher-level classes; and three JUNO manikins provide portable mid-fidelity simulation in all laboratory classrooms. New simulation equipment has been purchased to include Apollo, a high-fidelity manikin; Lucina, a birthing simulator; Luna, a neonate simulator; and an additional Juno mid-fidelity mannequin. These will be housed in the new simulation lab MS 207.

C. Employment Demand:
Nationally, this occupation is expected to increase by 9% through 2030. In North Carolina, this occupation is expected to increase 5% through 2028. There are 1,550 annual vacancies expected for this occupation in North Carolina.

Salary	Min/Annual/Hourly	Average/Annual/Hourly	High/Average/Hourly
National	$37,150/$17.86	$48,070/$23.11	$60,190/$30.67
State	$37,450/$18.01	$47,340/$22.76	$60,190/$28.94
Local	$36,770/$17.68	$45,840/$22.04	$58,520/$28.13

http://www.onetonline.org

D. Trends:
There was a slight increase in the percentages of qualified applicants across the state in Practical Nursing programs. This increase coincides with the increase with LPN to RN options in nursing education. The qualified applicant pool at Coastal meets the available seats for the limited enrollment program.

Testing sites were somewhat limited due to COVID-19 restrictions; however, this trend was no longer the case for 2022 graduates. The NCLEX exam is adding a clinical judgment component. The new Next Generation NCLEX exam will become effective beginning April 1, 2023. This has caused nursing programs to enhance their clinical activity and to be sure they are including clinical judgement activities in the classroom.

Practical nurses are being heavily recruited in the acute care setting due to the present nursing shortage. The Practical Nursing students are strongly recruited and the employment outlook is good for this level of nurse in the local area and across the state.

IV. Summary Data

A. Operating Budget:

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2021-22	8,000	0	17,711	7,041	2,265	863
2020-21	0	0	8,204	3,874	1,188	262
2019-20	14,616	14,615	21,166	5,696	1,337	356
2018-19	0	0	13,982	14,199	2,956	741
2017-18	0	0	8,898	10,240	5,391	356

2021-22 – Equipment was purchased with HEERF funds for the simulation equipment the previous year. Professional development has been limited to the virtual setting due to COVID-19; which limited need for travel money. The Practical Nursing program may have limited spending due to supplies left over from COVID-19 and students not on campus as much the year previous.
2020-21 – A changeover of Program Directors and the cancellation of the site visit resulted in the program not expending all approved supply allocation.
2019-20 – Supply budget was not fully spent due to the transition of classes to online format. Students were off campus for majority of Spring semester.
2017-18 – Professional development expenses were impacted due to the inability to fill full-time positions.

Graduation Rate/Successful Placement Scale (Internal Benchmark)
Unsatisfactory………….Satisfactory
0-49%.................................50-100%

B. Diploma Enrollment:

	Headcount		Grads		FTE			
	FRS	Annual Undup.	No.	%	Summer	Fall	Spring	Total
2021-22	20	20	19	95	0.50	16.75	13.75	31.00
2020-21	17	18	17	100	1.00	15.06	11.38	27.44
2019-20	19	19	16	84	0.69	17.44	12.34	30.47
2018-19	20	21	20	100	0.81	17.50	13.06	31.37
2017-18	20	20	17	85	0.22	17.50	14.47	32.19

Note: Annual Unduplicated Headcount for the IE office includes all students coded PN, even if they only attend the first day of class. The program numbers may vary slightly because the Department Head replaces first day withdraws with someone on wait list. See the SPE enrollment collected by the Program Director.
Note: Any discrepancy in graduation rate is related to program enrollment figures used by the IE office versus the Program Director.

C. Job Placement Follow-Up Results:

	Re-sponses	Related Employ.	Unrelated Employ.	Un employ.	More Educ.	Un known	1-yr Follow-up Related Emp.
2021-22	16	5 (31%)	3	8	15	0	
2020-21	15	11 (73%)	0	4	15	0	Unch (73%)
2019-20	15	12 (80%)	1	2	9	0	1 (87%)
2018-19	20	16 (80%)	3	1	15	0	Unch (80%)
2017-18	17	7 (41%)	4	6	15	0	1 (47%)

2021-22 – Five graduates enrolled in additional education are also in related employment.
2020-21 – Eleven graduates enrolled in additional education are also in related employment.
2019-20 – Six graduates enrolled in additional education are also in related employment.
2018-19 – Twelve graduates enrolled in additional education are also in related employment.
2017-18 – Five graduates enrolled in additional education are also in related employment.
Note: Employment status percentages are calculated using the number of responses.
Note: One year follow-up surveys (Alumni Surveys) are sent to students who were in unrelated fields or unemployed upon graduation. The related employment responses to the Alumni Survey are added to related employment one-year follow-up.
Note: Job placement in the DTA is based on a specific point in time according to Graduate survey results. The official job placement for the SPE is collected by the Director and documented.

D.   Certification/Licensure Results:

	No. Tested	No. 1st Time Passing	No. Failed	% 1st Time Passing	Retake Pass	% Passing
2021-22	20	14	6	70	4	90
2020-21	15	11	4	73	0	73
2019-20	17	15	2	88	2	100
2018-19	19	18	1	95	1	100
2017-18	19	18	1	95	1	100

E.   Student Opinion Survey Results:

Excellent	Above Avg.	Average	Below Avg.	Poor
5 - - - - - -	- - - - 4 - - - -	- - - 3 - - -	- - - 2 - - -	- - 1

	Graduates (16 of 19)	Withdrawals (0 of 0)
Quality of Instruction In Program Areas	4.20	N/A
Quality of Instruction in Other Courses	4.00	N/A
Overall Quality of Academic Program	4.20	N/A
Teaching Facilities	4.07	N/A
Equipment	3.93	N/A

F.   Employer Survey Results (0 of 2): Evaluation of Students in Related Field Only.
Employer Response to Survey Questions

1. Performance of vocational or technical skills   N/A
2. Effective communication in speaking, writing, reading and listening   N/A
3. Demonstrates the needed math skills   N/A
4. Uses information to analyze problems and make logical decisions   N/A
5. Demonstrates good work habits   N/A
6. If the need arises, would you hire a Coastal graduate in the future?   N/A
7. Overall rate of satisfaction with Coastal graduate employee   N/A

V.   Quality Review Summary

A.   Strengths: The state and local need for Licensed Practical Nurses remains strong. Opportunities have increased for further education with PN to BSN programs in North Carolina and across the nation. The recent ACEN accreditation shows the quality of the Practical Nursing program, as well as the completion statistics.

Clinical placement and activity has improved since the COVID-19 pandemic. Clinical placement had been limited, but students have returned to clinical settings. Patient assignments may be limited to scope of students; however, they are not limited due to COVID-19 restrictions.

The Clinical Evaluation Tool gives weekly feedback on clinical performance, along with the Conceptual Care Map (CCM), to identify any areas of weakness that need to be addressed with application of theory into the clinical setting. The addition of the Career and Technical Student Success Coach has increased success at student remediation and retention in the theory portions of the PN classes.

The NCLEX Testing package the program has adopted is designed specifically around North Carolina's PN Concept-Based Curriculum. Each course in the PN program has standardized NCLEX practice tests to measure student readiness for the licensure exam in the course-specific content. Remediation is personalized to each student's needs. Students who need additional remediation are also provided resources including case studies, practice tests, and patient reviews.

B.   Weaknesses:
The program experienced a lower first-time pass rate on the NCLEX-PN in both 2021 and 2022. A program improvement plan has been devised and implemented. Faculty have instituted several changes to strengthen the curriculum and enhance the level of learning that is taking place. Students receive a HESI live NCLEX-PN review at the end of program to prepare them for the NCLEX. The state is working to address this.

C.   Progress and Response to Objectives Set and Printed in 2020-21 DTA
1. Explore options for PN students to challenge the NAII competency exam. **CONTINUE AS REVISED**
2. To complete all documents and submit for ACEN accreditation and prepare for the site visit. **COMPLETE**
3. Implement all aspects of the SPE and EPSLOs to strengthen the assessment of the program. **COMPLETE AND ONGOING**
4. Develop an action plan for the improvement of first time pass rate on the NCLEX exam. **COMPLETE AND ONGOING**
5. Identify strategies to increase the response rate on Employer surveys. **CONTINUE AS REVISED**
6. Identify needs and plan for an expanded simulation lab for enhancement of clinical remediation as well as, practice scenarios of high acuity patients. **COMPLETE AND ONGOING**

D.   Summary of Improvements and/or Budget Decisions Based On Analysis
1. The Practical Nursing Program received initial accreditation from the Accreditation Commission for Nursing Education (ACEN).
2. The Practical Nursing Program implemented an improvement plan to increase student success on the NCLEX-PN exam.
3. New simulation equipment has been purchased to include Apollo, a high-fidelity manikin; Lucina, a birthing simulator; Luna, a neonate simulator; and an additional Juno mid-fidelity manikin. These will be housed in the new simulation lab MS 207.

E.   Program Objectives/Action for the Next 1 to 2 Years
1. Determine the best placement in the curriculum for PN students to challenge the NA II competency exam.
2. Identify strategies to increase the response rate on Employer surveys by collaborating with the Office of Institutional Effectiveness.
3. The Practical Nursing program will implement simulation into each course in the curriculum to give students opportunities to practical skills and to expose to scenarios they may not experience in the clinical setting.
4. The Nursing programs at Coastal will create a more consistent pathway for practical nurse graduates to enter into our associate degree nursing program.
5. Investigate reasons for low HESI scores on the HESI Practical Nurse Exit Assessment in areas such as health, wellness and illness, professional behaviors, evidence-based practice, growth and development, nursing process, quality improvement and collaboration.
   a. Follow up with comparison of scores for the 2023 graduates to see if this is a trend.
   b. If a trend is noticed, strategies will be implemented to increase student retention of information in these areas.
6. Investigate the coordination and usage of the simulation lab.
7. Ensure assessments and instruction are in alignment with NCLEX standards.
8. Evaluate the minimum admission requirements for applying to the PN program.

F.   Program Outcomes at Program Completion

Exam Pass Rate
70%   80% of Practical Nursing program graduates (first-time test takers) will pass the NCLEX-PN exam within the same 12-month period. Data is reported on a calendar-year basis, January 1 - December 31.
Program Completion Rate
95%   80% of Practical Nursing students who begin NUR 101 Practical Nursing I will complete the program within three academic terms.
Job Placement Rate
92%   80% of the graduates will report employment as a Licensed Practical Nurse within 12 months after graduation.

End of Program Student Learning Outcomes Results:
Student academic achievement is evaluated by the End-of-Program Student Learning Outcomes (EPSLOs). NCLEX-PN pass rates, graduation rates, job placement rates, and student and employer program satisfaction. As the faculty designed the Systematic Plans of Evaluation (SPEs), they collaborated to identify specific, measurable expected levels of achievement for each end-of-program student learning outcomes and each program outcome. In addition, the faculty identified the appropriate assessment methods for each EPSLO, the assessment timeframes, and strategies for ongoing analysis to inform and document program decision-making.

Data collected for the SPE include results from standardized course and program testing, clinical evaluation responses, the Desktop Audit outcomes, employer surveys, NCBON state licensure reports, preceptorship evaluations, capstone course outcomes and NCLEX Program Reports – Mountain Measurements. In the Practical Nursing program, key components are assessment, professionalism, evidence-based practice, teaching and learning, safety, caring interventions, quality improvement, informatics and collaboration. The incorporation of these key concepts ensures the EPSLOs are in direct alignment and congruency with program philosophies and conceptual frameworks. Faculty will evaluate the measurements used to assess and evaluate each EPSLO in the coming academic year (2023-2024).

2021-2022 EPSLOs

EPSLOs that were met: 8. EPSLOs that were not met: 1, 2, 3, 4, 5, 6, 7, and 9.

The action plan for improvement for the EPSLO that was not met is reflected in the Practical Nursing Systematic Plan of Evaluation. ** The EPSLO's not met were not fully met by all measurements for each EPSLO; however, some measurement criteria were met for each EPSLO.

Capstone Course
NUR 103 Practical Nursing III

Grade Distribution				Graduates	
Grade	# of Students	%		# of Students	Term
A	1	5%		19	2022SP
A-	2	10%			
B+	4	20%			
B	6	30%			
B-	2	10%			
C+	4	20%			
C	1	5%			
	20				
Retention Rate:		100%			

Capstone Standard

95%   At the close of the final term, 90% of the students will be able to demonstrate at 77% or higher accuracy the ability to perform appropriate nursing skills and procedures and to implement the nursing process to deliver safe patient care as evaluated by the PN program faculty in the capstone course, NUR 103 Practical Nursing III.

SURGICAL TECHNOLOGY (D45740)

I.   Description

The Surgical Technology curriculum prepares individuals to assist in the care of the surgical patient in the operating room and to function as a member of the surgical team.

Students will apply theoretical knowledge to the care of patients undergoing surgery and develop skills necessary to prepare supplies, equipment, and instruments; maintain aseptic conditions; prepare patients for surgery; and assist surgeons during operations.

Employment opportunities include labor/delivery/emergency departments, inpatient/outpatient surgery centers, dialysis units/facilities, physicians' offices, and central supply processing units.

II.   Analysis of Desktop Audit Summary Data

A.   Enrollment: The annual unduplicated headcount for 2021-22 was 15, no change from the previous year. The freshmen headcount was 14, a 7% decrease from the previous year.

B.   Graduation Rate: The graduation rate was 93%, 13 graduates.

Goal Accomplishment of Graduates: The program is fulfilling its purpose because:

1.   Of the 13 graduating students, 12 responded to the graduate survey. Eleven graduates stated that their goal was to obtain a diploma, and one graduate stated her goal was to enhance her job skills for a new line of work.

2.   Upon graduating, 92% (11 graduates) said that they had fully accomplished their goal, and 8% (1 graduate) partially accomplished her goal.

C.   Goal Accomplishment of Students Who Did Not Intend to Complete Program *(primary goal-Job enhancement in current employment or for a new field of employment, personal interest, or transfer):* One graduate stated her goal was to enhance her job skills for a new line of work.

D.   Early Leavers in 2021-22:

1.   **Withdrawals from the College:** Of the 1 student withdrawing from the College (7% withdrawal rate), she did not respond to the Leaver survey.

Goal Accomplishment of Withdrawals: Withdrawal did not respond to the Leaver survey.

2.   **Changed Academic Program:** One student changed her academic program prior to completion to Associate in Arts.

E.   Successful Placement: The related employment and/or enrollment in additional education rate of the graduates responding to the survey or through Department Head feedback is 50%, 6 in related employment and 2 enrolled in additional education. Two graduates enrolled in additional education are also in related employment and not calculated in the placement rate. The one-year follow-up (Alumni Survey-Job Link) of the 2020-21 graduates showed no more graduates in related employment or enrolled in additional education for a placement rate of 89%.

F.   Employer Survey Results *(5 surveys, 3 responses, 1 do not contact):* The graduates working in this field were rated above average by the employers. Overall rate of satisfaction of employers with graduate employees was above average. 100% said they would hire future Coastal graduates.

G.   Certification/Licensure: The 2021-2022 certification/licensure first-time pass rate was 92%, compared to the most recent published national certification pass rate of 74%. The Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC/STSA) threshold requires programs to have at least a 70% first-time pass rate.

H.   Advisory Committee: The advisory committee members approved to implement the Associate Degree in Fall 2022. The meeting minutes are on file. Since a meeting has not been held in over a year, the Department Head is scheduling an Advisory Meeting to be held by the end of the Spring 2023 semester.

I.   Student Opinion Survey (5-point scale): The opinion survey reveals that:

Withdrawals did not rate services.

Graduates rated Quality of Instruction in Program Areas, Quality of Instruction in Other Courses, Overall Quality of Academic Program, and Teaching Facilities above average; Equipment average.

III. Program Status & Plans - Next 1 to 2 Years *(Faculty/Dept. Head/Division Chair Section)*

A. Staffing: Faculty include three full-time Certified Surgical Technologists (one is the Division Chair of Nursing and Allied Health and Surgical Technology Department Head).

B. Facilities/Equipment:
Classroom facilities and equipment are sufficient to meet the needs of the students. There continues to be a need for additional lab space to store larger equipment. An additional room was identified to provide a designated space for the requested laparoscopic simulator.

C. Employment Demand:

Nationally, this occupation is expected to increase by 11% through 2030. In North Carolina, this occupation is expected to increase 16% through 2028. There are 280 annual vacancies expected for this occupation in North Carolina.

Salary	Min/Annual/Hourly	Average/Annual/hourly	High/Average/Hourly
National	$36,930/$17.76	$48,530/$23.33	$75,910/$36.51
State	$36,620/$17.61	$46,690/$22.45	$60,780/$29.22
Local	N/A	N/A	N/A

http://www.onetonline.org

D. Trends: Consistent enrollment in this program is anticipated. The Association of Surgical Technology requires documentation of a specific number of scrubbed cases to take the certification exam. Smaller numbers of students in the clinical affiliates have been scheduled to maximize the scrub experiences to achieve this goal. Commission on Accreditation of Allied Health Education Programs (CAAHEP) is using reaccreditation standards, which are outcome-based. The reaccreditation process will be related to the outcome-based criteria. The National Surgical Technology certification outcome criterion is 100% participation, which means the Surgical Technology graduates must take the exam and the pass rate must be at least 70%. The students and employers are able to complete the survey at any time after graduating and gaining employment. The data is collected and reported through the ARC/STSA annual report.

IV. Data Page
A. Operating Budget:

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2021-22	0	0	20,967	11,569	6,304	3,583
2020-21	0	0	17,332	16,899	15,327	1,800
2019-20	0	0	15,094	14,712	5,179	724
2018-19	0	0	20,381	23,100	5,581	1,716
2017-18	0	0	18,120	18,548	10,021	3,536

2021-22 – Professional development opportunities for faculty were held virtually, resulting in a reduced cost.
2020-21 – Due to the continued COVID-19 pandemic, travel funds were not fully utilized.
2019-20 – Professional development funds were not spent due to travel restrictions relating to the pandemic.
2017-18 – Professional development funds were not spent due to the lack of a full class for clinical experience in out of town locations.

Graduation Rate/Successful Placement Scale (Internal Benchmark)
Unsatisfactory…………..Satisfactory
0-59%.................................60-100%

B. Diploma Enrollment:

	Headcount		Grads		FTE			
	FRS	Ann'l Undup.	No.	%	Summer	Fall	Spring	Total
2021-22	14	15	13	93	2.91	13.22	13.44	29.57
2020-21	15	15	9	60	1.31	11.31	9.44	22.06
2019-20	16	16	12	75	1.88	12.69	13.59	28.16
2018-19	17	18	11	65	2.81	14.03	11.00	27.84
2017-18	13	17	10	77	2.06	9.38	10.53	21.97

Note: Clinical sites allow a maximum of 16 students during fall semester. Some students start in the Summer, but don't continue in the Fall and some students are allowed to start in the Fall if they meet related course requirements. There are not more than 16 active students at any one time.

C. Job Placement Follow-Up Results:

	Re-sponses	Related Employ.	Unrelated Employ.	Un employ.	More Educ.	Un known	1-yr Follow-up Related Emp.
2021-22	12	6 (50%)	5	1	2	0	
2020-21	9	8 (89%)	1	0	2	0	Unch (89%)
2019-20	9	8 (89%)	0	1	2	0	Unch (89%)
2018-19	11	9 (82%)	0	2	6	0	Unch (82%)
2017-18	10	6 (60%)	1	3	4	0	Unch (60%)

2021-22 – Two students enrolled in additional education are also in related employment.
2020-21 – Two students enrolled in additional education are also in related employment.
2019-20 – Two students enrolled in additional education are also in related employment.
2018-19 – Four students enrolled in additional education are also in related employment.
2017-18 – Two students enrolled in additional education are also in related employment.
Note: Employment status percents are calculated by using number of responses
Note: One Year Follow-up Surveys (Alumni Survey) are sent to students who were in unrelated fields or unemployed upon graduation. The related employment responses to the Alumni Survey are added to related employment one year follow-up.

D. Certification/Licensure Results:

	No. Tested	No. Passing	No. Failed	% Passing
2021-22	13	12	1	92
2020-21	8	8	0	100
2019-20	12	12	0	100
2018-19	11	11	0	100
2017-18	10	10	0	100

Note: The certification exam is required to maintain accreditation; therefore, all students must take the exam.

E. Student Opinion Survey Results:

Excellent	Above Avg.	Average	Below Avg.	Poor
5 - - - - - -	- - - - 4 - - - -	- - - 3 - - -	- - - 2 - - -	- - - 1

	Graduates (12 of 13)	Withdrawals (0 of 1)
Quality of Instruction In Program Areas	4.18	N/A
Quality of Instruction in Other Courses	3.91	N/A
Overall Quality of Academic Program	3.82	N/A
Teaching Facilities	3.55	N/A
Equipment	3.45	N/A

F. Employer Survey Results (3 of 5): Evaluation of Students in Related Field Only
Employer Response to Survey Questions

1. Performance of vocational or technical skills — 3.67
2. Effective communication in speaking, writing, reading and listening — 4.00
3. Demonstrates the needed math skills — 5.00
4. Uses information to analyze problems and make logical decisions — 3.67
5. Demonstrates good work habits — 3.00
6. If the need arises, would you hire a Coastal graduate in the future? — 100% Yes
7. Overall rate of satisfaction with Coastal graduate employee — 3.67

V. Quality Review Summary

A. Strengths: The national, state, and local need for allied health personnel remains strong. Strong support from clinical affiliates continues due to effective communication between the hospitals and Surgical Technology Department Head. The program currently has seven clinical affiliate sites. Students have the opportunity to train in a variety of clinical sites which provides them with a diverse clinical experience and promotes local hospitals to hire Coastal graduates. Excellent LRC resources and materials are available, along with computer-assisted instructional materials for enhancement of subject material. The North Carolina Community College System purchased review material specific for the Surgical Technology National Certification, which is available through the LRC. The Surgical Technology Department Head and Academic Advisors/Counselors continue to increase the awareness of the surgical technology profession both on and off campus. The number of qualified applicants for the Surgical Technology program remains high each year. The program certification pass rate has been 90% or higher for the last five years.

B. Weaknesses: When the program is at full capacity, the limited availability of clinical sites can become a concern. Sometimes new hospital staff members need surgical case experiences, and their needs take priority over student needs. The pandemic has limited the student clinical access and decreased the number of surgeries. Occasionally, graduates are unable to be contacted due to relocation after graduation; therefore, it is difficult to receive employer survey results. There is a need for additional lab space to store larger equipment. With the change to a degree, there may be a need for additional part-time staffing.

C. Progress and Response to Objectives Set and Printed in 2020-21 DTA
1. Offer instructional professional development for in-person and/or online courses, which includes the Instructors' Academy and Academy for Online Instructors. This will provide guidance for enhancing course development and instruction. **CONTINUE AS REVISED**
2. Revise the Surgical Technology Admissions Bulletin to reflect the associate degree program of study. **COMPLETE**
3. Implement the first cohort of students for the Surgical Technology Associate Degree starting Fall 2022. **COMPLETE**
4. Explore options to offer an Associate Degree Bridging program for working certified surgical technologists who graduated from a diploma program. **COMPLETE**
5. Incorporate a laparoscopic simulator which includes simulations for complex laparoscopic surgeries. This will provide a hands-on learning for students to better prepare them for the high stress procedures before experiencing the procedure in the clinical setting with real surgical patients. **COMPLETE**
6. Identify the new 7th edition core curriculum concepts and begin to implement updates. Full implementation must be completed before August 2024. **COMPLETE AND ONGOING**

D. Summary of Improvements and/or Budget Decisions Based On Analysis
1. The Surgical Technology program worked with Student Services to revise the bulletin and align course offerings for the new Surgical Technology Associate Degree.
2. The first cohort of Surgical Technology Associate Degree students will begin their Sophomore year in Fall 2023.
3. The Surgical Technology Department Head has investigated options to offer a bridging program for students who have earned a diploma and are interesting in completing a degree.
4. A laparoscopic simulator has been purchased, received, and installed. Instructors are aligning curricula to incorporate this device into labs.

5. The Surgical Technology Department Head has identified the new standards and will ensure that the program is in alignment with these standards.
6. The Surgical Technology instructors embedded student support services, such as the Success Coaches and referral to WIOA resources, into the courses in order to improve retention and graduation rates. The graduation rate increased by 33%.

E. Program Objectives/Action for the Next 1 to 2 Years
1. Encourage faculty participation in College-sponsored professional development such as the Instructors' Academy, the Academy for Online Instructors, and the Faculty Mentor/Mentee Program.
2. Collaborate with the Career and College Promise Liaisons to inform high school students about the program.
3. Prepare for an ARC/STSA reaccreditation site visit.
4. Explore additional clinical sites to maximize the clinical scrub experience for the surgical technology students.
5. Continue to investigate additional simulation options to reinforce surgical technology concepts.
6. Investigate strategies in an attempt to improve employer survey response rates.
7. With the addition of the Associate Degree program, work with Student Services staff to ensure that students "stay the course."

F. Program/Student Learning Outcomes at Program Completion
1. Graduates of the Surgical Technology program will be technically proficient in surgical skills and procedures.

100%
   a. At the close of their final term, 90% of the students will be able to demonstrate to 77% accuracy the appropriate cognitive, psychomotor, affective, and problem-solving skills needed in the hospital and operating room environment. They will do so within a given period of time as directed by and to the quality control and evaluation by the Surgical Technology program faculty and staff observation from clinical affiliates in the capstone course SUR 135 SUR Clinical Practice II.

92%
   b. Certification examination results will reflect at least a 75% passing rate.
   Note: Because of computer adaptive testing, students test at their convenience. Students do not necessarily test in the year of graduation.

2. Graduates of the Surgical Technology program seeking employment will be employed in the field.

50%
   a. 60% of the graduates of the Surgical Technology program responding to the Graduate/Completer Survey will report employment in the field or continuing their education.

89%
   b. 80% of the previous year graduates of the Surgical Technology program responding to the Alumni Survey administered one year after graduation will report employment in the field or continuing their education.

3. Employers of the Surgical Technology program graduates will rate the technical and academic skills of the employees as above average.

1. 3.67
2. 4.00
3. 5.00
   a. The Employer Survey conducted each year will rate the graduates as above average on the three course area performance (competency) survey questions. "Above average" is higher than a 3.0 on a 5-point scale; however, if any of the three survey questions has an individual rating below 3.0, that individual course area performance will be reviewed further.

100%
   b. 80% of the respondents to an Employer Survey conducted each year will respond that they would employ future graduates of the Surgical Technology program.

Student Outcomes/Competency Evaluation:
The student outcomes/student competency is measured in a capstone course, SUR 135 SUR Clinical Practice II, which is a class during the last semester of the program. In this class, a comprehensive experience has been designated to assess the technical proficiency of the student based on competencies as opposed to a grade. The comprehensive experiences include a self-assessment test, a portfolio of experiences, and evaluation of surgical skill proficiency.

Using the application of appropriate operating room skills and delivery of safe patient care, the faculty and staff of clinical affiliates evaluate performance of students based on cognitive, psychomotor, affective, and problem-solving abilities.

The method of evaluation utilizes internal evaluation by the program faculty and external evaluation by hospital staff.

Capstone Course
SUR 135 SUR Clinical Practice II

Grade Distribution		
Grade	**# of Students**	**%**
A	13	100%
	13	
Retention Rate:		100%

Graduates	
# of Students	**Term**
13	2022SP

WELDING TECHNOLOGY (D50420)

Structural Welder Certificate (C50420A), Combination Welder Certificate (C50420B), Certified Welder Certificate (C50420C)

I. Description

The Welding Technology curriculum provides students with a sound understanding of the science, technology, and applications essential for successful employment in the welding and metalworking industry. Instruction includes consumable and non-consumable electrode welding and cutting processes. Courses may include math, print reading, metallurgy, welding inspection, and destructive and non-destructive testing providing the student with industry-standard skills developed through classroom training and practical application.

Graduates of the Welding Technology curriculum may be employed as entry-level technicians in welding and metalworking industries. Career opportunities also exist in construction, manufacturing, fabrication, sales, quality control, supervision, and welding-related self-employment.

II. Analysis of Desktop Audit Summary Data

A. Enrollment: The diploma annual unduplicated headcount for 2021-22 was 12, a 9% increase from the previous year. The freshman headcount was 12, a 9% increase from the previous year.
The certificate (all certificate programs) annual unduplicated headcount was 9, a 10% decrease from the previous year. The freshman headcount was 9, a 10% decrease from the previous year.

B. Graduation Rate: The diploma graduation rate was 75%, 9 graduates; the Structural Welder Certificate graduation rate was 100%, 9 graduates; the Combination Welder Certificate graduation rate was 100%, 9 graduates; and the Certified Welder Certificate graduation rate was 100%, 9 graduates. The graduate unduplicated headcount was 9.

Goal Accomplishment of Graduates:

1. Of the 9 graduating students, 9 responded to the graduate survey. Eight graduates stated that their goal was to obtain a diploma/certificate and one stated to take courses for personal interest only.

2. Upon graduating, 78% (7 graduates) of those responding to the survey stated that they had fully accomplished their goal, and 22% (2 graduates) stated that they partially accomplished their goal.

C. Goal Accomplishment of Students Who Did Not Intend to Complete Program *(primary goal-Job enhancement in current employment or for a new field of employment, personal interest, or transfer)***:** One graduate stated he partially accomplished his goal.

D. Early Leavers in 2021-22:

1. **Withdrawals from the College:** Of the 2 students withdrawing from the College (17% withdrawal rate), none responded to the Leaver survey.

Goal Accomplishment of Withdrawals: Withdrawals did not respond to the Leaver survey.

2. **Changed Academic Program:** One student changed their academic program prior to completion to Associate in Arts.

E. Successful Placement: The related employment and/or enrollment in additional education rate of the graduates responding to the survey is 78%, 6 in related employment and 3 enrolled in additional education. Two students enrolled in additional education are also in related employment and not calculated in the placement rate. The one-year follow-up (Alumni Survey-Job Link) of 2020-21 graduates showed no more graduates in related employment or enrolled in additional education for a placement rate of 75%.

F. Employer Survey Results *(6 surveys, 1 response):* The graduate working in this field was rated above average by the employer. Overall rate of satisfaction of employer with graduate employee was above average. 100% said they would hire future Coastal graduates.

G. Certification/Licensure: In-house certification per American Welding Society (AWS) D1.1 (07) Structural Welding Code was 100%.

H. Advisory Committee: The Advisory Committee met in February of 2022. The meeting opened up about enrollment, where we had 9 completers and we then discussed about job opportunities around the local area. Discussion moved on about equipment such as replacing Ironworker.

I.   **Student Opinion Survey** (5-point scale)**:** The opinion survey reveals that:
Withdrawals did not rate services.
Graduates rated Overall Quality of Academic Program excellent; Quality of Instruction in Program Areas,
Quality of Instruction in Other Courses, Teaching Facilities, and Equipment above average.

III.   **Program Status & Plans - Next 1 to 2 Years** *(Faculty/Dept. Head/Division Chair Section)*

A. **Staffing:** Staffing is adequate with 1 full-time SACSCOC-qualified (Curriculum) instructor and 3 adjunct instructors (Curriculum and Continuing Education).

B. **Facilities/Equipment:**
Facilities: The lab facilities are adequate. Interior lab provides twelve booths, allowing for each student to have a station, as well as outside grinding/welding stations. The Ironworker machine needs replacement.

C. **Employment Demand:**

Welders, Cutters, Welder Fitters
Nationally, the need for welders is expected to increase 8% through 2030. In North Carolina, this occupation is expected to grow at the rate of 7% through 2028. There are 1,330 annual vacancies expected for this occupation in North Carolina.

Average Salary	Minimum Annual/Hour	Median Annual/Hour	High Annual/Hour
National	$31,350/$15.07	$47,010/$22.60	$63,660/$30.61
State	$30,330/$14.58	$46,450/$22.23	$60,800/$29.23
Local	$30,060/$14.45	$38,520/$18.52	$56,900/$27.35

http://www.onetonline.org

D. **Trends:** Local employment includes construction projects aboard Marine Corps Base Camp Lejeune and some fabrication facilities such as Crown in Kinston, Gulfstream in Holly Ridge, R&W in Jacksonville, Bradford products in Leland, Citadel Contractors in Wilmington, and Greenwood Machine in Pollocksville. The evening and weekend offerings through Continuing Education continue to provide short-term training opportunities for local residents.
The prices of steel and fuel continue to directly impact the cost of supplies for the program; however, local businesses continue to provide support by generously donating materials to the program as well as Trades Day.

IV.   **Data Page**

A. **Operating Budget:**

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2021-22	0	0	55,415	54,630	0	0
2020-21	0	0	68,486	47,459	0	0
2019-20	5,355	10,578	31,123	30,366	0	0
2018-19	0	0	31,100	29,339	0	0
2017-18	24,799	24,798	39,828	34,669	2,006	(6)

2020-21 – 8 new welding machines were purchased for $33,248.00.
2019-20 – A welding machine replacement for faulty welder was purchased for $5,344.42.

Graduation Rate/Successful Placement Scale (Internal Benchmark)
Unsatisfactory   Satisfactory
0-49%...50-100%

B. Enrollment:

1. Diploma (D50420)

	Headcount		Grads		FTE			
	FRS	Annual Undup.	No.	%	Fall	Spring	Summer	Total
2021-22	12	12	9	75	9.94	6.94	5.06	21.94
2020-21	11	11	8	73	9.94	8.38	6.28	24.60
2019-20	11	12	8	73	9.66	8.31	5.06	23.03
2018-19	11	11	9	82	8.81	8.38	5.63	22.82
2017-18	12	14	5	42	9.03	7.84	3.94	20.81

2. Structural Welding Certificate (C50420A)

	Headcount		Grads	
	FRS	Annual Undup.	No.	%
2021-22	9	9	9	100
2020-21	10	10	10	100
2019-20	9	9	9	100
2018-19	10	10	10	100
2017-18	10	10	10	100

3. Combination Welding (Spring) Certificate (C50420B)

	Headcount		Grads	
	FRS	Annual Undup.	No.	%
2021-22	9	9	9	100
2020-21	10	10	10	100
2019-20	8	8	8	100
2018-19	10	10	10	100
2017-18	9	9	9	100

4. Certified Welder Certificate (C50420C)

	Headcount		Grads	
	FRS	Annual Undup.	No.	%
2021-22	9	9	9	100
2020-21	9	9	9	100
2019-20	8	8	8	100
2018-19	10	10	10	100
2017-18	7	7	7	100

C. Certification/Licensure Results:

	No. Tested	No. Passing	No. Failed	% Passing
2021-22	9	9	0	100
2020-21	9	9	0	100
2019-20	9	9	0	100
2018-19	9	9	0	100
2017-18	7	7	0	100

D. Unduplicated Program Graduates 2021-22:

	Graduates	Diploma	Structural Welder Cert.	Combination Welder Cert.	Certified Welder Cert.
Diploma	9	N/A	9	9	9
Structural Welder Cert.	9	9	N/A	9	9
Combination Welder Cert.	9	9	9	N/A	9
Certified Welder Cert.	9	9	9	9	N/A

Note: The table shows students who graduated with one or more credential.

E. Job Placement Follow-Up Results:

	Re-sponses	Related Employ.	Unrelated Employ.	Un employ.	More Educ.	Un-Known	1-yr Follow-up Related Emp.
2021-22	9	6 (67%)	2	1	3	0	
2020-21	8	5 (63%)	1	2	1	0	Unch (63%)
2019-20	9	5 (56%)	2	2	3	0	Unch (56%)
2018-19	10	2 (20%)	1	7	3	0	Unch (20%)
2017-18	9	3 (33%)	2	4	4	0	Unch (33%)

2020-21 – Two graduates enrolled in additional education are also in related employment.
2017-18 – One graduate enrolled in additional education is also in related employment.
Note: Employment status percents are calculated using number of students responding to the survey.

F. Student Opinion Survey Results:

Excellent   Above Avg.   Average   Below Avg.   Poor

5 - - - - - -   - - - - 4 - - - -   - - - 3 - - -   - - - 2 - - -   - - - 1

	Graduates (9 of 9)	Withdrawals (0 of 2)
Quality of Instruction In Program Areas	4.44	N/A
Quality of Instruction in Other Courses	4.44	N/A
Overall Quality of Academic Program	4.56	N/A
Teaching Facilities	4.44	N/A
Equipment	3.78	N/A

G. Employer Survey Results (1 of 6): Evaluation of Students in Related Field Only

Employer Response to Survey Questions

1. Performance of vocational or technical skills — 4.00
2. Effective communication in speaking, writing, reading and listening — 4.00
3. Demonstrates the needed math skills — 4.00
4. Uses information to analyze problems and make logical decisions — 4.00
5. Demonstrates good work habits — 3.00
6. If the need arises, would you hire a Coastal graduate in the future? — 100% Yes
7. Overall rate of satisfaction with Coastal graduate employee — 4.00

V. Quality Review Summary

A. Strengths: Student demand for the Curriculum program and Continuing Education training continues to be strong. Area high schools provide one avenue for student recruitment, with one dedicated welding program and two agriculture programs that include welding skills. Also, the addition of the skills center adds another avenue for students. Both Department Head and adjunct Continuing Education instructors hold AWS certifications as Educators and Inspectors.

Interior lab provides twelve booths, allowing for each student to have a station, as well as outside grinding/welding stations. Eight new welding machines have been purchased to replace older machines.

While local manufacturing is limited, Bradford products in Leland, Gulfstream in Holly Ridge, Crown in Kinston, Citadel Contractors in Wilmington, and Container products in Wilmington still have the need for additional employees for welding tasks.

The Department Head strives to incorporate campus repairs as student live projects to enhance critical thinking and skill development, such as repair of College trailer, College chairs and carts including a fire training prop.

B. Weaknesses: Due to the use of the lab by both Curriculum and Continuing Education students, the welding machines and Ironworker get excessive use. The cost of steel and other program materials has continued to remain high.

C. Progress and Response to Objectives Set and Printed in the 2020-21 DTA
1. Invite employers to observe potential graduates for employment opportunities. **CONTINUE AS REVISED**
2. Replace older machines such as Ironworker pending available funds. **CONTINUE AS REVISED**
3. The Department Head will communicate with the students the importance of informing him once they have procured employment. **COMPLETE AND ONGOING**
4. Purchase Welding Simulators for classroom. **CONTINUE AS REVISED**

D. Summary of Improvements and/or Budget Decisions Based On Analysis
1. Eight new welding machines were purchased.
2. Student projects included repair of broken chairs and carts, also welding of fire training prop.
3. The gap between the top block of the exterior wall has been enclosed in to shield the students from the weather and the grinding sparks.

E. Program Objectives/Action for the Next 1 to 2 Years
1. Invite employers to observe potential graduates in order to showcase their skills for the purpose of increasing related employment opportunities.
2. Replace older machines such as Ironworker and Bandsaw pending available funds.
3. Purchase two Welding Simulators for classroom.
4. Investigate strategies to increase number of students finding related employment by directly contacting potential employers.
5. Review and recommend modifications to the Trades Day event to reflect current HS CTE course competencies.

F. Program/Student Learning Outcomes at Program Completion
1. Graduates of the Welding Technology program will be technically proficient in all types of welding techniques in order to pass the welding certification tests per AWS D1.1 (11) Structural Welding Code.

100%   At the close of their final term in the capstone course, WLD 261 Certification Practices, 80% of the students will pass the certification test provided in-house per AWS D1.1 (11) Structural Welding Code.

2. Graduates of the Welding Technology program will be employed in the field.

78%   a. 60% of the responding graduates of the Welding Technology program responding to the Graduate/Completer Survey will report employment in the field or continuing their education.

75%   b. 80% of the responding previous year graduates of the Welding Technology program responding to the Alumni Survey will report employment in the field or continuing their education.

3. Employers of the Welding Technology program graduates will rate the technical and academic skills of the employees as above average.

1. 4.00
2. 4.00
3. 4.00   a. The Employer Survey conducted each year will rate the graduates as above average on the three course area performance (competency) survey questions. "Above average" is higher than a 3.0 on a 5-point scale; however, if any of the three survey questions has an individual rating below 3.0, that individual course area performance will be reviewed further.

100%   b. 80% of the respondents to an Employer Survey conducted each year will respond that they would employ future graduates of the Welding Technology program.

Student Outcomes/Competency Evaluation:

The student outcomes/student competency of the diploma program is measured in the capstone class, WLD 261 Certification Practices, which is offered during the last semester of the program. In this class, a comprehensive experience has been designated to assess the technical proficiency of the student based on competencies as opposed to a grade. Comprehensive experiences include mock and official certification tests per AWS specifications. Students are expected to interpret an isometric projection and utilize appropriate procedures (electrode selection, welding parameters, amperage settings, and welding progression) to perform specified welds. Student welds will be examined through destructive and nondestructive testing.

The student outcomes/student competency of the Structural Welder Certificate is measured through the student performance on an Unlimited Plate Certification Test in the 3G and 4G positions per the AWS Structural Code.

The student outcomes/student competency of the Combination Welder Certificate is measured through the student performance on a Plate Certification Test in the 1-inch 3G and 4G position, and a Pipe Certification Test in the 1GR and 2G positions per the AWS Structural Code.

The student outcomes/student competency of the Certified Welder Certificate is measured through the student performance in the WLD 261 Certification Practices course, and a Pipe Certification Test in the 5G and 6G positions per the AWS Structural Code.

The certification testing process at all levels evaluates knowledge, hands-on performance, critical thinking, problem solving, and blueprint reading.

Capstone Course
WLD 261 Certification Practices

Grade Distribution		
Grade	**# of Students**	**%**
A	4	44.4%
B	3	33.3%
C	1	11.1%
D	1	11.1%
	9	
Retention Rate:		100%

Graduates	
# of Students	**Term**
9	2022SU

DISTANCE EDUCATION

I. Description

Distance Education is defined as a formal educational process in which instruction occurs when student and instructor are not in the same place. Instruction may be synchronous or asynchronous. At Coastal, Distance Education courses are offered online via Blackboard. To address the quality of distance education offerings, Coastal participates in the Virtual Learning Community (VLC) of the North Carolina Community College System (NCCCS). The VLC is a collaborative initiative to share resources and expertise to develop high-quality courses and materials for online courses and support services. Additionally, Coastal is an affiliate member of Quality Matters, an organization specializing in standards, processes, and training for quality assurance in online and blended learning. Through Quality Matters, faculty are provided a research-based set of standards to review best practices in online course design.

II. Analysis of Desktop Audit Summary

A. Enrollment: The Fall, Spring, and Summer 2020-21 duplicated headcount was 19,572. The duplicated headcount for Fall, Spring, and Summer 2021-22 was 15,304. This reflects a 22% decrease in the duplicated headcount.

In Fall 2021, the unduplicated headcount was 2,647; Spring 2022, 2,434; Summer 2022, 1,586. The total unduplicated headcount for 2021-22 was 4,091.

B. Completion Rate: In Fall 2021, there were 6,279 Distance Education enrollments, 4,839 students completed with a passing grade for a 77% completion rate versus 5,540 traditional enrollments, which consisted of 4,530 students completing with a passing grade for an 82% completion rate. In Spring 2022, there were 5,792 Distance Education enrollments, 4,665 students completed with a passing grade for an 81% completion rate versus 4,850 traditional enrollments, which consisted of 4,037 students completing with a passing grade for an 83% completion rate. In Summer 2022, there were 3,233 Distance Education enrollments, 2,557 students completed with a passing grade for a 79% completion rate versus 1,187 traditional enrollments, which consisted of 1,031 students completing with a passing grade for an 87% completion rate.

C. Advisory Group: The Distance Learning Quality Council (DLQC) serves as the advisory group for distance learning and has representation from all divisions.

D. Student Evaluation: Students enrolled in online classes were asked to complete an online evaluation of those classes using an instrument to guarantee anonymity for increased participation. Results were distributed by the Office of Instruction, reviewed by the Division Chairs, and discussed with the appropriate faculty members. Results were used to enhance quality as appropriate.

III. Program Status & Plans – Next 1 to 2 Years

A. Staffing: Full-time faculty members teach 75% of Coastal's online courses. A part-time Professional Development Coordinator offers training and support to faculty. A full-time Instructional Technologist offers training and support to faculty. The Instructional Technologist is available to provide this support either face-to-face or electronically. She offers strategies for student engagement, student retention, and working with at-risk students. A Distance Learning and Technology Success Coach would be helpful to assist students and faculty.

B. Facilities/Equipment: The Blackboard servers are hosted by Blackboard Managed Hosting. Campus computer lab space and equipment are generally adequate. Every effort is made to keep instructors supported and campus lab equipment upgraded. Blackboard Managed Hosting and campus networks have been running well.

C. Trends: The demand for online and partial/hybrid online course offerings remains high. Comparing FTE data from the 2018-19 academic year to the 2021-22 academic year, the FTE from distance education classes has doubled. Success rates in distance education classes from 2016-present have been consistent: 2016-17, 74.6%; 2017-18, 75.3%; 2018-19, 72.7%; 2019-20, 75.7%; 2020-21, 74.1%; and 2021-22, 75.5%.

IV. Summary Data

A. Number of Duplicated Distance Education Enrollments

	Fall	Spring	Summer	Total
2021-22	6,279	5,792	3,233	15,304
2020-21	8,452	7,756	3,364	19,572
2019-20	3,164	3,704	2,475	9,343
2018-19	3,067	3,140	2,174	8,381
2017-18	2,932	3,321	2,361	8,614
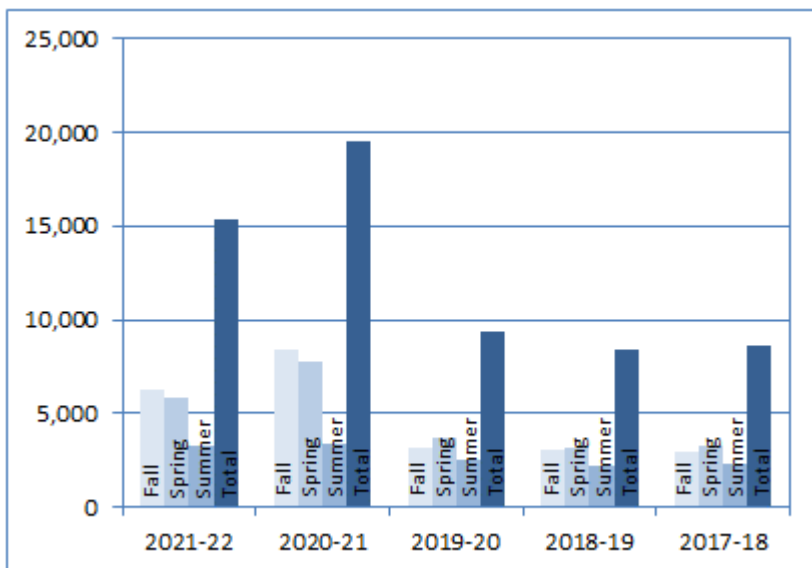
B. Number of Distance Education Sections

	Fall	Spring	Summer	Total
2021-22	369	346	201	916
2020-21	466	455	212	1,133
2019-20	196	225	154	575
2018-19	187	188	129	504
2017-18	172	200	138	510
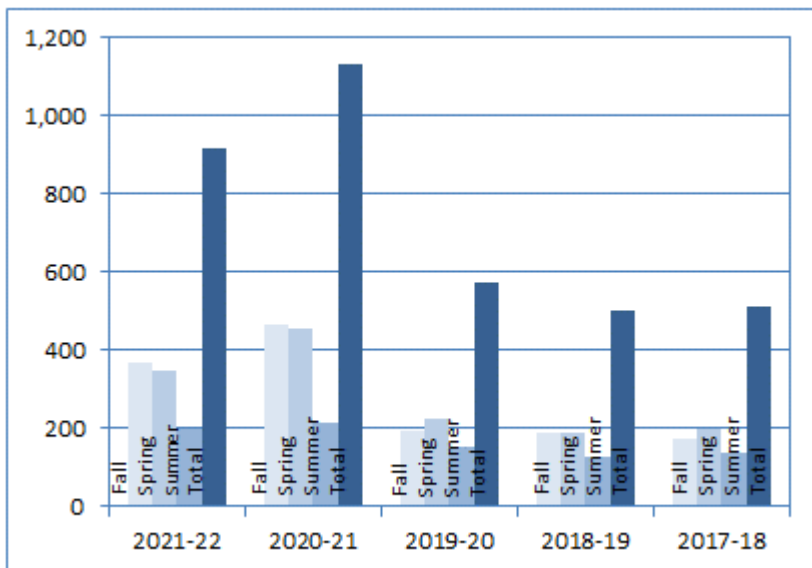
C. Number of Distance Education and Traditional Sections

Distance Education

	Fall	Spring	Summer	Total
2021-22	369	346	201	916
2020-21	466	455	212	1,133
2019-20	196	225	154	575
2018-19	187	188	129	504
2017-18	172	200	138	510

Traditional

	Fall	Spring	Summer	Total
2021-22	407	409	113	929
2020-21	357	354	125	836
2019-20	733	665	193	1,591
2018-19	800	696	223	1,719
2017-18	843	782	269	1,894
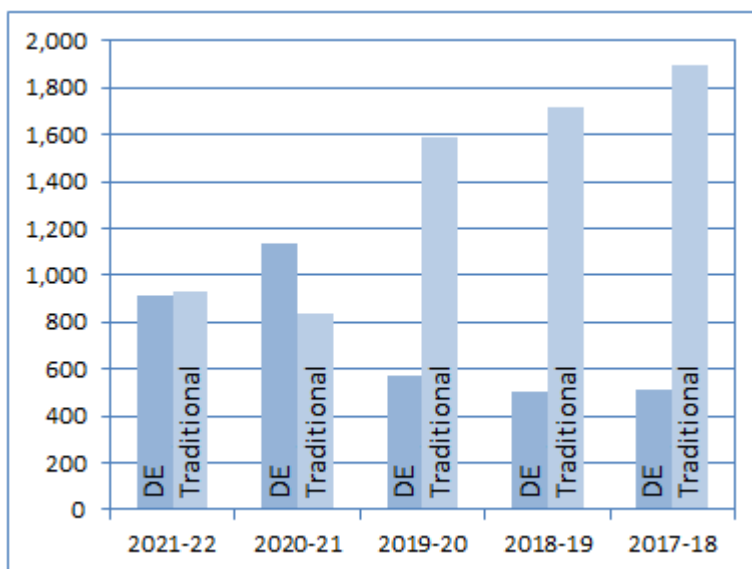
* Note: Data is reflecting the transition to online due to the Pandemic.

D. Fall Enrollment by Distance Education Status

Degree/Certificate Seeking

	Enrolled exclusively in DE courses	Enrolled in some but not all DE courses	Not enrolled in any DE courses	Total
2021-22	1,478	1,047	271	2,796
2020-21	1,310	1,469	140	2,919

Source: IPEDS Fall Enrollment Report, Part A – Fall Enrollment by Distance Education Status

Non-Degree/Certificate Seeking

	Enrolled exclusively in DE courses	Enrolled in some but not all DE courses	Not enrolled in any DE courses	Total
2021-22	272	156	347	775
2020-21	407	170	75	652

Source: IPEDS Fall Enrollment Report, Part A – Fall Enrollment by Distance Education Status

E. Course FTE

	Traditional	Distance Education	Hybrid	Other	Total
2021-22	1,225	1,262	51	193	2,731
2020-21	694	1,728	62	331	2,815
2019-20	2,098	680	21	211	3,010
2018-19	2,261	612	109	93	3,075
2017-18	2,454	624	55	98	3,231

Source: NC Community College System Dashboards

Course FTEs Comparison

	Traditional	Distance Education	Hybrid	Other	Total
Fall 2021	1,225	1,262	51	193	2,731
Fall 2020	694	1,728	62	331	2,815
FTEs	531	-466	-11	-138	-84
% Change	76.51%	-26.97%	-17.74%	-41.69%	-2.98%

Source: NC Community College System Dashboards

F. Number of Sections Taught by Faculty Teaching Distance Education

Full-time

	Fall	Spring	Summer	Total
2021-22	263	248	175	686
2020-21	323	323	168	814
2019-20	144	151	142	437
2018-19	110	109	109	328
2017-18	103	115	104	322

Part-time

	Fall	Spring	Summer	Total
2021-22	104	99	26	229
2020-21	136	134	43	313
2019-20	49	73	10	132
2018-19	78	79	18	175
2017-18	74	84	33	191
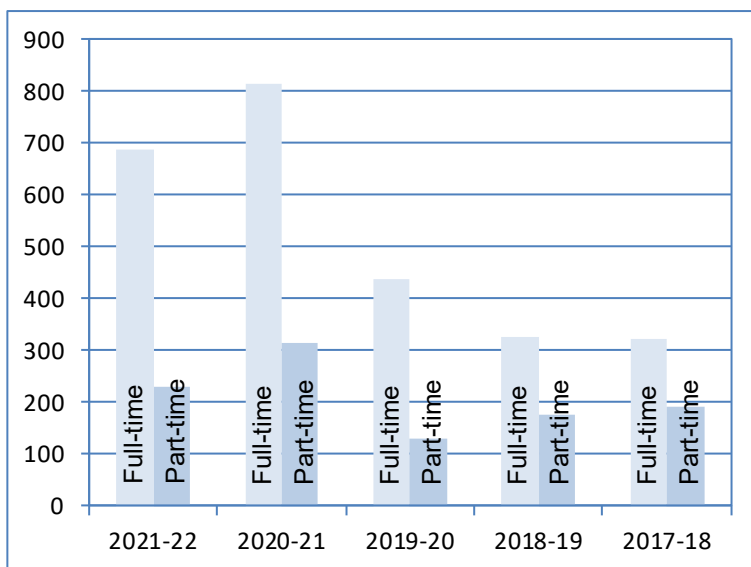
G. **Student Services and Technology Support**

Service/Technology	Currently offer 2021-22	Plan to offer in the next year 2022-23
Audio/video streaming	✓	✓
Campus testing center for Distance Education students	✓	✓
Dedicated web page for Distance Education program and students	✓	✓
Distance Education-specific faculty training	✓	✓
Help Desk and technical support for Distance Education faculty	✓	✓
Help Desk and technical support for Distance Education students	✓	✓
Online application to institution	✓	✓
Online counseling and advising services	✓	✓
Online information and application for financial aid	✓	✓
Online library services and resources	✓	✓
Online payment of tuition and fees	✓	✓
Online plagiarism evaluation	✓	✓
Online registration for classes	✓	✓
Online student course evaluation	✓	✓
Online student website and services	✓	✓
Online textbook sales	✓	✓
Online tutoring assistance	✓	✓
Campus web portal	✓	✓
Audio podcasting	✓	✓

H. **Degrees Available Online**

Program	2021-22	2020-21
Emergency Management	✓	✓
Fire Protection Technology	✓	✓
Associate in Arts	✓	✓
Associate in Science	✓	✓
Accounting and Finance	✓	✓
Business Administration	✓	✓
Office Administration	✓	✓
Medical Office Administration	✓	✓
Hospitality Management	✓	✓
Paralegal Technology	✓	✓
Emergency Medical Science-Bridging	✓	✓

I. **New Online Courses Offered**

2021-22
ISC 115
CSC 118
CSC 251

J. Student Success Rates in Traditional Versus Distance Education Classes

The data below serve as a comparison of success rates of courses in which there are both traditional and online sections offered, with the exception of EPT and FIP, which are offered exclusively online.

Discipline / Domain	Traditional			Distance Education		
	Enrolled	Successful Completion		Enrolled	Successful Completion	
	N	N	%	N	N	%
ACA - College Student Success						
ACA 111	84	68	81.0%	156	115	73.7%
ACA 122	354	271	76.6%	974	749	76.9%
ACC - Accounting						
ACC 120	50	36	72.0%	140	95	67.9%
ACC 150	7	7	100.0%	31	22	71.0%
ART - Art						
ART 111	177	135	76.3%	437	335	76.7%
ART 114	31	28	90.3%	71	55	77.5%
ART 115	12	12	100.0%	26	19	73.1%
ART 121	23	22	95.7%	12	8	66.7%
BIO - Biology						
BIO 110	170	131	77.1%	213	166	77.9%
BIO 111	95	53	55.8%	87	60	69.0%
BIO 112	45	40	88.9%	31	30	96.8%
BIO 163	33	26	78.8%	64	48	75.0%
BIO 168	139	107	77.0%	96	84	87.5%
BIO 169	87	75	86.2%	75	48	64.0%
BIO 175	36	26	72.2%	18	13	72.2%
BIO 275	44	28	63.6%	55	44	80.0%
BUS - Business						
BUS 110	51	37	72.5%	123	103	83.7%
BUS 139	10	9	90.0%	26	23	88.5%
CHM - Chemistry						
CHM 090	51	24	47.1%	130	79	60.8%
CHM 151	116	73	62.9%	108	65	60.2%
CHM 152	58	48	82.8%	10	8	80.0%
CET/CIS/CTI/CTS - Computers						
CIS 110	466	358	76.8%	723	521	72.1%
CIS 115	46	37	80.4%	104	78	75.0%
CTI 110	19	13	68.4%	19	11	57.9%
CTI 120	34	24	70.6%	19	14	73.7%
CTS 115	25	16	64.0%	35	28	80.0%

Successful completion is defined as the student receiving a grade of C or higher.

CJC - Criminal Justice						
CJC 111	39	31	79.5%	58	38	65.5%
CJC 112	7	4	57.1%	24	21	87.5%
CJC 113	8	8	100.0%	16	16	100.0%
CJC 121	14	13	92.9%	24	23	95.8%
CJC 122	6	6	100.0%	8	7	87.5%
CJC 131	15	12	80.0%	13	11	84.6%
CJC 141	6	3	50.0%	30	25	83.3%
CJC 160	7	5	71.4%	11	10	90.9%
CJC 221	10	8	80.0%	12	11	91.7%
COM - Communications						
COM 101	24	15	62.5%	58	48	82.8%
COM 120	313	254	81.2%	542	423	78.0%
COM 231	167	126	75.4%	269	183	68.0%
DRA - Drama						
DRA 111	20	16	80.0%	52	37	71.2%
ECO - Economics						
ECO 251	60	48	80.0%	119	95	79.8%
ECO 252	34	27	79.4%	75	60	80.0%
EDU - Education						
EDU 119	9	6	66.7%	28	22	78.6%
EDU 144	10	6	60.0%	46	25	54.3%
EDU 216	9	7	77.8%	40	27	67.5%
ENG - English						
ENG 011	144	108	75.0%	135	100	74.1%
ENG 111	669	522	78.0%	659	466	70.7%
ENG 112	414	309	74.6%	560	389	69.5%
ENG 125	6	6	100.0%	27	20	74.1%
ENG 231	74	63	85.1%	196	151	77.0%
ENG 232	10	7	70.0%	82	72	87.8%
EPT - Emergency Management						
EPT 120				5	3	60.0%
EPT 130				8	7	87.5%
EPT 140				10	10	100.0%
EPT 150				2	2	100.0%
EPT 210				6	5	83.3%
EPT 220				4	4	100.0%
EPT 225				3	2	66.7%
EPT 275				4	4	100.0%

Successful completion is defined as the student receiving a grade of C or higher.

FIP - Fire Protection						
FIP 120				6	5	83.3%
FIP 124				7	5	71.4%
FIP 128				4	3	75.0%
FIP 132				8	5	62.5%
FIP 136				8	7	87.5%
FIP 146				5	4	80.0%
FIP 152				9	8	88.9%
FIP 162				4	4	100.0%
FIP 220				6	5	83.3%
FIP 221				4	4	100.0%
FIP 228				10	8	80.0%
FIP 229				4	3	75.0%
FIP 232				7	6	85.7%
FIP 240				2	2	100.0%
GEL - Geology						
GEL 111	77	70	90.9%	140	123	87.9%
HEA - Health						
HEA 110	44	41	93.2%	375	314	83.7%
HIS - History						
HIS 111	91	70	76.9%	245	199	81.2%
HIS 112	19	18	94.7%	69	60	87.0%
HIS 131	162	137	84.6%	288	231	80.2%
HIS 132	85	75	88.2%	159	119	74.8%
HRM - Hospitality Management						
HRM 215	6	5	83.3%	13	12	92.3%
LEX - Paralegal Tech						
LEX 110	7	6	85.7%	26	18	69.2%
LEX 120	8	8	100.0%	22	13	59.1%
LEX 121	7	6	85.7%	9	7	77.8%
LEX 130	7	6	85.7%	26	14	53.8%
LEX 140	6	5	83.3%	27	17	63.0%
LEX 141	5	2	40.0%	13	11	84.6%

Successful completion is defined as the student receiving a grade of C or higher.

MAT - Math						
MAT 003	123	100	81.3%	72	48	66.7%
MAT 043	57	42	73.7%	141	108	76.6%
MAT 071	65	52	80.0%	117	86	73.5%
MAT 143	191	153	80.1%	389	291	74.8%
MAT 152	65	57	87.7%	77	56	72.7%
MAT 171	480	289	60.2%	361	201	55.7%
MAT 172	100	64	64.0%	128	66	51.6%
MAT 263	35	27	77.1%	23	11	47.8%
MAT 271	38	35	92.1%	31	21	67.7%
MAT 272	21	15	71.4%	16	13	81.3%
MED - Medical Assisting						
MED 116	7	6	85.7%	16	14	87.5%
MKT - Marketing						
MKT 223	11	10	90.9%	53	39	73.6%
MUS - Music						
MUS 110	52	39	75.0%	306	241	78.8%
MUS 112	7	7	100.0%	52	49	94.2%
NET/NOS - Networking						
NET 125	9	7	77.8%	20	12	60.0%
NOS 110	17	14	82.4%	19	11	57.9%
OST - Medical Office Admin						
OST 131	7	5	71.4%	31	28	90.3%
OST 141	9	8	88.9%	27	21	77.8%
OST 248	7	7	100.0%	15	15	100.0%
PHI - Philosophy						
PHI 215	25	20	80.0%	77	67	87.0%
PHI 240	71	62	87.3%	272	213	78.3%
POL - Political Science						
POL 120	52	42	80.8%	189	142	75.1%
PSY - Psychology						
PSY 150	336	227	67.6%	622	477	76.7%
PSY 241	38	37	97.4%	200	170	85.0%
PSY 281	29	24	82.8%	123	97	78.9%
SOC - Sociology						
SOC 210	249	197	79.1%	407	324	79.6%
SOC 240	13	9	69.2%	44	38	86.4%

Successful completion is defined as the student receiving a grade of C or higher.

SPA - Spanish						
SPA 111	204	154	75.5%	229	147	64.2%
SPA 112	126	101	80.2%	88	59	67.0%
Total	**7,180**	**5,573**	**77.6%**	**12,462**	**9,410**	**75.5%**

Successful completion is defined as the student receiving a grade of C or higher.

V. Quality Review Summary

A. Strengths: Distance Education is a high priority of the College and is supported by the Administration. During Summer 2015, the College established the Distance Learning Quality Council to assess the effectiveness of distance learning and identify areas of continuous improvement. Online instructors are provided the latest instructional technology, to include software, equipment, and training. The content in the online courses is consistent with that offered in the traditional classroom setting. The Instructional Technologist continues to train faculty members to more consistently integrate the latest technology into their online classrooms in order to meet course objectives and the needs of various learning styles, and the purchase of various tools supplements this support. Standardized course shells create a consistency of course structure and materials among individual courses. The Academy for Online Instructors is a highly effective professional development program. Coastal is a member of the Quality Matters Consortium and uses those research-based standards to train instructors and improve online course design. Three Coastal faculty members designed courses utilizing the eight Quality Matters standards. After being submitted for a formal, outside review, these courses now carry Quality Matters certification: ACA 122, COM 120, and MUS 110. Coastal contracts with Blackboard to host the Blackboard server at their facility outside of Washington, DC. Among the performance guarantees by Blackboard is that Coastal's server will operate with no less than 99.7% uptime. Blackboard met or exceeded this performance guarantee during the Fall 2021, Spring 2022, and Summer 2022 semesters. The success rates in our online courses remain high at 75%.

B. Weaknesses: For some courses, there is a significant difference in success rates between online and seated sections. There is no requirement for a readiness assessment for students enrolled in online courses for the first time. Some faculty need additional training to develop and facilitate quality online instruction.

C. Progress and Response to Objectives Set and Printed in 2020-21 DTA
1. The Distance Learning Quality Council will create a subcommittee to develop an online student readiness assessment to be used for onboarding and advising. **COMPLETE**
2. A subcommittee of faculty will develop an online orientation module that will serve as the student entry verification for distance education courses. **COMPLETE**
3. Establish a faculty/staff committee to continue to evaluate continuous LMSs for cost effectiveness and quality student learning outcomes. **CONTINUE**
4. Develop and pilot the HyFlex delivery method in selected courses. **COMPLETE**
5. With the significant increase in online course offerings, retain an instructional technologist position, or equivalent, to support faculty and students. **CONTINUE AS REVISED**
6. Establish clear goals and an implementation plan to ensure ADA accessibility. **COMPLETE**
7. For courses that consistently have a significant difference in success rates between seated and online sections (ART 114, ENG 002, MAT 263, SPA 112, etc.), faculty will develop strategies to improve student learning outcomes. **COMPLETE AND ONGOING**
8. Analyze the adjunct instructional observation form for online instruction and create an adjunct appraisal form. **CONTINUE**
9. Investigate strategies to increase response rates on student evaluations of online courses. **CONTINUE**
10. Analyze high enrollment online courses in order to identify courses for Quality Matters certification. **COMPLETE AND ONGOING**

D. Summary of Improvements and/or Budget Decision Based On Analysis
1. A Distance Learning Quality Council subcommittee was formed and they are currently researching and developing an online student readiness assessment.
2. A team of faculty developed an online orientation module.
3. In 2021-22, COM 120, SPA 111, ENG 111, and ENG 112 piloted the HyFlex delivery method.
4. Information regarding accessibility is provided in the Instructors' Academy courses and is covered extensively in the Quality Matters Academy. Ally software is incorporated into each Blackboard shell.

    5.   In an effort to create consistency in success rates between seated and online sections, faculty have incorporated new resources and additional formative assessments within their Blackboard shells. In addition, faculty meet with students through Blackboard Collaborate and Microsoft Teams.

    6.   Chairs will continue to analyze high enrollment online courses and meet with faculty who teach those courses to encourage course development for Quality Matters certification.

E. Program Objectives/Action for the Next 1 to 2 Years

1. Establish a faculty/staff committee to continue to evaluate continuous LMSs for cost effectiveness and quality student learning outcomes.
2. Retain a Distance Learning and Technology Success Coach to assist with both students and faculty.
3. Analyze the adjunct instructional observation form for online instruction and create an adjunct appraisal form.
4. Investigate strategies to increase response rates on student evaluations of online courses.
5. Implement the new adjunct instructional observation form for online instruction as well as the new adjunct appraisal form.
6. Implement the new online orientation entry verification module in all online, partial, and hybrid courses.
7. Offer professional development to train instructors how to teach the HyFlex model.
8. Submit MAT 152 and ENG 112 online courses for Quality Matters certification.
9. Determine additional Program/Student Learning Outcomes.

F. Program/Student Learning Outcomes at Program Completion

79%
N/A
N/A

1. 70% of the students enrolling in Distance Education will successfully complete the course.
2. Students completing a program online will rate quality of instruction with online courses above average.
3. 50% of students completing a program online will obtain employment in a related field or continue their education.

Review of Continuing Education

2021-22 Desktop Audit

CONTINUING EDUCATION

I. Description

The Continuing Education (CE) Division provides courses which upgrade the occupational skills and knowledge of individuals at all levels of labor and management, offers services to small businesses, and provides programs to meet the training needs of new and expanding industries. Programs are also provided to meet literacy needs, basic skills improvement, and high school equivalency certification. Additionally, a broad range of courses are offered that contribute to lifelong learning and develop or improve leisure time activities. Specific programs are detailed below.

1. ***College and Career Readiness –*** (GED®/AHS) **–** Designed to increase basic reading, English, and math skills for those individuals who have not finished high school or who need to enhance skills to perform in the workplace.
2. ***Community Service –*** Designed to provide new avenues for personal development, cultural enrichment, and life-long learning.
3. ***Human Services –*** Designed to provide comprehensive employment and training services for individuals and employers. Assistance with educational expenses is offered to qualifying students.
4. ***Industrial Training Center –*** Designed to meet the specific training needs of new and expanding industry and provide specialized programs for manufacturing.
5. ***Occupational Extension –*** Designed to answer the community's job training needs by providing entry-level training, retraining, and upgrading for the improvement of job performance.
6. ***Self-Support –*** Designed to provide seminars or short courses that are non-occupational or occupational related. These are non-FTE producing and must generate enough budget to cover expenses.
7. ***Small Business Center –*** Designed to provide small businesses with specific training, education, information, counseling, and referrals.

II. Analysis of Desktop Audit Summary Data

Continuing Education Enrollment: Environmental scanning is a critical element of CE due to rapid changes in training needs. It is important to understand that Continuing Education enrollment is heavily affected by market conditions and geopolitical events. Single business partnerships can become unsustainable and directly affect enrollment variations from year to year. In 2019-20, with record low unemployment levels the need for in-service training and online/hybrid options increased for Credential and Licensure courses. Beginning in March of 2020, the world-wide pandemic brought into focus the need to be flexible and have as many resources and instructional delivery options, as practical, available to students. The professional staff continues to see a paradigm shift in how individuals view education and training. Many organizations are identifying a shortage of skilled employees and require technical know-how in relatively short-order in-lieu of advanced degrees. Furthermore, hiring organizations are looking for specific skillsets and expect potential employees to align themselves with industry requirements. The Division is making every effort to ensure those expectations are met. Throughout the 2020-2021 Academic Year and continued into 2021-2022, we continued to face challenges associated with the COVID-19 Pandemic. A reduction in clinical sites and testing locations for credentials, changing directives from multiple oversight agencies and partners, and reduced class sizes led to fewer students entering the workforce in many areas that were already reeling from labor shortages. 2021-2022 saw this phenomena continue, deepening the need for a qualified workforce, especially in the areas of health care, public safety, and the skilled trades. As we transition out of the global pandemic, our focus in the coming year(s) will be to assist these areas with providing partnership opportunities to help stabilize their workforce through short-term training.

Since 1991, a stronger focus was placed on workforce development and job training in support of economic development. Continuing Education serves economic development and workforce needs through seven major categories which are:

1. *College and Career Readiness*
2. *Community Service*
3. *Human Services*
4. *Industry Training*
5. *Occupational Extension*
6. *Self-Support*
7. *Small Business Center*

III. Staffing

Staff Analysis: The overall staffing of Continuing Education has fluctuated due to demand for certain program areas. In order to evaluate staffing trends, it is best to consider each of the staffing areas.

Continuing Education – 2021-22 Staff Positions

<u>Continuing Education Office Staff</u>
1. Division Chair for Continuing Education
2. Office Manager/Payroll Technician
3. Data Processing Technician
4. Assistant Payroll Technician
5. Head Cashier/Records Specialist
6. Support and Records Manager
7. Special Projects Technical Assistant
8. Customer Service Supervisor/Data Technician
9. Evening/Weekend Coordinator (two part-time positions)
10. Administrative Support/Data Entry Technician (two part-time positions)
11. CE Records Specialist

	Directors	Coordinators	Instructors	Tech/Para.	Clerical	Professional
2021-22	1 FT	2 PT		8 FT	2 PT	
2020-21	1 FT	2 PT		8 FT	2 PT	
2019-20	1 FT	2 PT		8 FT	2 PT	
2018-19	1 FT	2 PT		7 FT	2 PT	
2017-18	1 FT	2 PT		7 FT	1 PT	

2017-2018 – Internal Auditor position vacant.

<u>College and Career Readiness</u>
1. Director, College and Career Readiness and Academic Studies Center
2. College and Career Readiness Educational Coordinator
3. Advisor/Special Projects Coordinator
4. AHS/ASC Coordinator
5. Instructor, College and Career Readiness
6. Instructor/Military Liaison
7. Advisor (part-time)
8. Assessment Assistant (part-time)
9. HSE Examiner/Assessment Assistant
10. College and Career Readiness Receptionist
11. Secretary, College and Career Readiness (part-time)

	Directors	Coordinators		Instructors	Tech/Para.	Clerical		Professional
2021-22	1 FT	3 FT	1 PT	2 FT	1 FT	1 FT	3 PT	
2020-21	1 FT	3 FT		1 FT	1 FT	1 FT	3 PT	
2019-20	1 FT	3 PT			1 FT	1 FT	3 PT	
2018-19	1 FT	3 FT			1 FT	1 FT	3 PT	
2017-18	1 FT	3 FT			1 FT	1 FT	3 PT	

<u>Human Services</u>
1. Coordinator, Human Services
2. Computer Training Program Specialist/Instructor ***currently vacant***
3. Military Employment Specialist ***vacant since October 2021***
4. WIOA Career Advisor (full-time) (3)
5. WIOA Career Advisor (permanent part-time)
6. Recruiter/Coordinator (part-time)
7. WIOA Career Advisor (part-time)
8. Secretary, Human Services (part-time)
9. Secretary, WIOA

	Directors	Coordinators		Instructors	Tech/Para.	Clerical		Professional	
2021-22		1 FT	1 PT	1 FT		1 FT	3 PT	3 FT	1 PT
2020-21		3 FT	3 PT			1 FT	2 PT		
2019-20		3 FT	3 PT			1 FT			
2018-19		4 FT	3 PT			1 FT			
2017-18		4 FT	2 PT			2 FT			

2017-2018 – HR Recruiter/Marketer was not previously included, but is not a new position.

Industry Training/Small Business Center
1. Director of Small Business (part-time)
2. Director, Business and Industry Training
3. Assistant Director of Small Business
4. Secretary, Business and Industry Training

	Directors		Coordinators		Instructors	Tech/Para.	Clerical	Professional
2021-22	1 FT	1 PT	1 FT				1 FT	
2020-21	1 FT	1 PT	1 FT				1 FT	
2019-20	1 FT	1 PT	1 FT				1 FT	
2018-19		1 PT	2 FT	0 PT*			1 FT	
2017-18		1 PT	2 FT	0 PT*			1 FT	1 PT

2017-2018 –The technical/paraprofessional position was changed to a coordinator position.
*Military Business Center Coordinator is contractual with Fayetteville Tech.

Occupational Extension Positions
1. Director, Allied Health
2. Director, Professional Development and Customized Training
3. Director, Skills, Trades, and Computer Programs
4. Coordinator, Computer Training
5. Coordinator, Emergency Medical Science
6. Coordinator, Truck Driver Training
7. Coordinator, Massage Therapy
8. Transition Specialist
9. Law Enforcement Training Liaison (part-time)
10. Coordinator/Instructor, Fire and Rescue Training (part-time) (2)
11. Instructor/Coordinator, Professional Development *currently vacant*
12. Instructors (6)

	Directors	Coordinators		Instructors	Inst./Coord.	Clerical	Professional
2021-22	3 FT	4 FT	3 PT	6 FT	1 FT		1 FT
2020-21	3 FT	5 FT	3 PT	6 FT	1 FT		
2019-20	3 FT	4 FT	3 PT	6 FT	1 FT		
2018-19	3 FT	3 FT	3 PT	7 FT	1 FT		
2017-18	3 FT	5 FT	1 PT	7 FT			

Faculty/Staff Survey Results

	# Rating Service	Very Satisfied	Satisfied	Dis-Satisfied	Very Dis-Satisfied	No Opinion	# Resp.
Continuing Education							
Faculty	54	35 (64.8%)	19 (35.2%)	0 (0.0%)	0 (0.0%)	48	102
Prof Staff	38	22 (57.9%)	15 (39.5%)	1 (2.6%)	0 (0.0%)	17	55
Tech/Para	17	9 (52.9%)	5 (29.4%)	3 (17.6%)	0 (0.0%)	3	20
Clerical	7	4 (57.1%)	3 (42.9%)	0 (0.0%)	0 (0.0%)	4	11
Serv/Maint.	4	3 (75.0%)	0 (0.0%)	1 (25.0%)	0 (0.0%)	3	7
Total	*120*	*73 (60.8%)*	*42 (35.0%)*	*5 (4.2%)*	*0 (0.0%)*	*75*	*195*

IV. Strengths

The various program areas of Continuing Education have focused on internal cooperation and teamwork in order to transition and refer students among programs and encourage lifelong learning. Networking with the community to include Camp Lejeune/New River and Onslow County Schools and partnerships with organizations and businesses result in new or more directed training initiatives that serve to enhance the workforce or prepare our service members for impending missions or humanitarian deployments. The ability to rapidly develop and tailor training opportunities to meet the needs of the community is one of the Division's primary strengths. The Division has been successful in running classes that include active-duty military members due to talented staff with military backgrounds.

V. Weaknesses

Many retail chains, franchises, and local agencies operating in Onslow County have policies stating that all training is conducted internally or by corporate assets. This has limited the Division's ability to find a niche in those organizations. In addition, in order to standardize training programs, the USMC has entered into large government contracts on numerous training programs previously supported by Coastal. Large deployments of military personnel also have a direct impact on enrollment. The lack of a unified marketing strategy and the inability to register for courses online continue to limit awareness of programs and creates barriers to registrations. Limited lab space in Allied health and Skilled Trades programs also impacts our ability to offer specialized training opportunities for our Military and Industry partners. A hesitancy to pursue additional revenue streams through workforce expansion grant funds limits our ability to quickly deploy new programs or emerging technologies as requested by our local community partners.

VI. Trends

Partnerships with the military, various organizations, businesses, industry, and the public schools will continue to be central to the success of the Division. Quality programs of substantial length that lead to a state, national, or industry recognized credential or license remain central to the overall health of the Division. These programs change as community and industry needs change and evolve. Students are looking for convenience; online offerings and online registration will be imperative as we move forward. As the state recognizes the need for a well trained workforce and the importance of short-term workforce development programs, our legislators have moved toward and aligned funding to mirror curriculum funding models. With a shortage of skilled, credentialed workers in multiple industries, corporations and consortiums are looking to partner with a "Training site" to assist in developing a pipeline of skilled workers. In many of these partnerships the industry partners are willing to assist in providing resources to facilitate the training.

VII. Progress and Response to Continuing Education Goals Printed in 2020-21 DTA:

1. Analyze pay scale and teaching loads as compared to Curriculum counterparts should enrollment increase and new successful programs are established. **DELETED**
2. Investigate opportunities for students to be able to register for classes online. **CONTINUE**
3. Obtain approval to submit grant applications to start new and enhance current program offerings. **CONTINUE**
4. Develop Industry partnerships to participate in training initiatives, sharing of updated industry technology and standards, and hiring of students. **COMPLETE AND ONGOING**

VIII. Quality Improvements During 2021-22:

1. Fire Academy, NASM, and Diesel and Heavy Equipment programs were approved as DoD SkillBridge offerings.
2. A Transition Specialist was hired to assist in the growth of CE SkillBridge programs.
3. Secondary Nurse Aide lab was approved for construction.
4. Two FT Instructors were hired for the College and Career Readiness programs to focus on our military populations (MASP and MAT) as well as our transition courses.
5. Entered into a Partnership agreement with the American Association of Professional Coders (AAPC) to strengthen our Medical Coding program.

IX. Continuing Education Objectives/Actions for the Next 1 to 2 Years:

1. Investigate opportunities for students to be able to register for classes online.
2. Obtain approval to submit grant applications to start new and enhance current program offerings.
3. Hire additional instructors in identified growth areas to include Welding and Powerline Technician.
4. Re-establish CE Advisory board which was paused during COVID, consisting of stakeholders from all areas of the community.
5. Create Work-Based Learning and Internship opportunities directly connected to workforce offerings.

6.   Investigate the opportunity to hire a Coordinator to focus on WBL, Apprenticeship, and Grant funding opportunities that align with the mission of the division and the college.

X. Program Outcomes

95.8%   1.   80% of faculty and staff responding to the Faculty and Staff Support Services Survey will indicate being very satisfied or satisfied with Continuing Education.

OCCUPATIONAL EXTENSION

I. Description

Occupational Extension courses provide entry-level training, retraining, and upgrading for the improvement of job performance. Courses are offered through Occupational Extension for the general public and/or are customized in response to the needs of a particular business, industry, or organization.

II. Analysis of Desktop Audit Summary Data

A. Enrollment

The annual duplicated enrollment for Occupational Extension for May 16, 2021 – May 15, 2022 was 8,925. Unduplicated headcount was 4,012.

Occupational Extension (OE) FTE increased by 6% from the previous academic year accounting for 79% of total FTE associated with the Division of Continuing Education. The increase in FTE from 2020-2021 to 2021-2022 was attributed to a continued focus on training programs that lead to in-demand employment. The College and Occupational Extension noted a decline in FTE production during the 2020-21 academic year that was directly attributed to reduced offerings and smaller class sizes during the COVID-19 pandemic that was prevalent for the entirety of the 2020-21 year. As part of the overall FTE increase for Academic Year 2021-2022, the Division realized a 47% increase of Tier 1B funding. OE programs in 2021-22 served 291 more students than in the previous year. OE programs also saw an increase in duplicated students in comparison to previous years. A continued focus on the recruitment and retention of students in longer hour programs that lead to industry recognized credentials or licenses designed to meet the needs of local and regional industry while remaining short in duration in comparison to post-secondary degree programs has yielded positive outcomes. Occupational Extension has seven major categories, which are as follows:

Rank Order for Occupational Extension Enrollment			
2021-22	**2020-21**	**2019-20**	**2018-19**
1) Public Safety	1) Public Safety	1) Public Safety	1) Public Safety
2) Technical/Vocational Training	2) Technical/Vocational Training	2) Health Related	2) Health Related
3) Health Related	3) Health Related	3) Technical/Vocational Training	3) Technical/Vocational Training
4) Computer	4) Computer	4) Business Related	4) Business Related
5) Business Related	5) Business Related	5) Computer	5) Computer
6) Education Related	6) Education Related	6) HRD	6) HRD
7) HRD	7) HRD	7) Education Related	7) Education Related

B. Completion Rate

In 2021-22, the completion rate for Occupational Extension classes was 93%, with 8,306 completions out of 8,925 enrollments.

This data reflects the number and percentage of Occupational Extension students who remained enrolled and completed a course with a satisfactory grade or passing score. A strong completion rate continues in Occupational Extension courses.

C. Certification/Licensure

Although Continuing Education provides numerous courses for certification and licensure, the Division is not able to obtain or publicly share scores from the certifying agency for all certification tests. The following scores have been made available.

Certification/Licensure – Performance Measures

Certification	CE CY* 2021		CE CY* 2020		CE CY* 2019		CE CY* 2018	
	Students	% Pass	Students	% Pass	Students	% Pass	Students	% Pass
Det. Officer	10	100%	20	95%	20	100%	20	100%
EMT**	52	96%	60	98%	52	92.7%	52	98%
EMT-P	6	67%	8	88%	6	67%	6	83%
Inspection – Building	30	37%	16	56%	10	59%	10	45%
Inspection – Electrical	19	42%	12	42%	8	39%	8	53%
Inspection – Fire	14	64%	13	62%	13	55%	13	87%
Inspection – Mechanical	31	77%	16	56%	15	85%	15	79%
Inspection – Plumbing	18	89%	16	88%	12	77%	12	71%
Massage Therapy	20	70%	15	67%	19	87.5%[1]	19	84.2%
Manicurist	14	57%	12	100%	11	100%	11	100%
Nurse Aide***	72	89%	69	77%	107	93%	91%	124

CE CY indicates the Continuing Education calendar year.
Administrative code changes for the building inspection exam went into effect January 2021.
Paramedic students testing in 2021 were greatly impacted by COVID-19 implications associated with clinical access.
*1. Massage Therapy MBLEX state exam first-time pass rate (NCCCS) is 78%.
** In May of 2018 a $68 fee was initiated for the NCEMT Exam. Students are opting to take the National Exam which includes a state level credential; these students are not captured within the state exam numbers.
*** Nurse Aide testing was limited during 2021 due to COVID-19.

Certification/Licensure – Other

Certification	CE CY* 2021		CE CY* 2020		CE CY* 2019		CE CY* 2018	
	Students	% Pass	Students	% Pass	Students	% Pass	Students	% Pass
Certified Personal Trainer	0	NA	8	75%	25	92%	25	100%
Certified Medical Admin. Asst.	16	94%	6	100%	19	92.3%	19	100%
Certified Professional Coder (AAPC)	23	86%	16	94%	14	80%	14	86%
Certified Professional Coder ONLINE (AAPC)	27	70%	14	100%	7	86%	7	100%
Certified Risk Assessment (AAPC)	NA	NA	NA	NA	NA	100%	NA	NA
Radar	25	100%	29	100%	19	100%	19	100%
CVT (EKG Tech)	9	88%	3	66%	6	N/A	6	66%
Phlebotomy	14	93%	12	100%	9	100%	9	100%
ServSafe	51	100%	22	100%	29	100%	29	100%
NA I Written	NA	NA	55	95%	69	96%	69	94%
NA I Skills	NA	NA	58	88%	70	98%	70	83%
NA II	23	100%	16	100%	23	100%	23	100%
NA Refresher Written	18	100%	17	100%	13	100%	13	100%
NA Refresher Skills	18	89%	18	96%	14	91%	14	90%

CE CY indicates the Continuing Education calendar year.
Nurse Aide testing was paused from March 2020 through May 2020 due to COVID-19.
NA testing results changed from Pearson Vue to Credentia and we are unable to obtain the breakdown between NA Written and Skills

D. Student Opinion Surveys

Random telephone surveys are conducted to check on quality issues. The results for 2021-22 show a 93% satisfaction rate of those individuals surveyed.

E. Class Visitation

During the 2021-22 year, 100% of class visitations required by the State Accountability Plan were made by Directors or Coordinators as quality checks on class offerings.

III.   **Program Status and Plans for the Next 1 to 2 Years**

A. **Staffing**

Quality faculty and staff continue to be the cornerstone of the Division of Continuing Education and are directly correlated to the success of its programs and students. The Division strives to ensure that it provides the best faculty and staff possible to foster a positive learning experience for our students. Challenges remain, however, in recruiting and retaining highly-qualified instructors in the areas of health care, information technology, transportation, and construction/trades. In an educational environment that is primarily driven by demand, it is difficult to guarantee consistent hours for adjunct (part-time) instructors. In addition, the industries that are in high demand often offer a much higher wage than what can be offered within the parameters of a state-funded institution. However, these obstacles are not absolute barriers in recruiting talented individuals to meet the needs of the community. Despite these obstacles, in 2021-22, the Division was able to employ highly-qualified faculty and staff who will benefit the institution and students in the coming years.

In 2020-2021, a full-time Powerline Instructor/Coordinator was hired to maintain the program, and a second FT instructor was hired in March of 2021 but subsequently left for a higher paying industry position in December of 2021. The need for additional FT and PT instructors in the Powerline program remains as it is one of the Division's highest FTE producing programs and demand continues to increase from our civilian and military populations. The Division continues to employ one full-time Truck Driver Training Coordinator and hired two additional FT Instructors in early 2022 to sustain the demand and growth of the program. The Division successfully ran eight Truck Driver Training courses and two CDL refresher courses during the academic year 2021-22, in which 100% of CDL Students received their Class A CDL. Within our Fire/Rescue Training program, staffing levels remain stable with one Department Head for Curriculum and Continuing Education and two full-time Instructor/Coordinators. The two Instructor/Coordinators are hybrid positions between CU and CE, with instructional responsibilities in both areas and coordination responsibilities in CE. With a new daytime Fire Academy underway, an additional instructor may be needed to maintain the same level of instruction in both a daytime and evening Fire Academy. It would be recommended to support these efforts with an additional FT instructor who may maintain a flexible work schedule to handle the instructional load for both academies and other CE Fire/Rescue classes. Many Fire Instructor adjuncts who currently teach in our part-time evening academy will not be available during daytime working hours due to career obligations. The lack of specialty instructors in the immediate area requires the College to contract with instructors from outside of our service area, increasing program expenses. The EMS program is the primary provider for all in-service training for the entire county and consistently generates in excess of 100 FTE per academic year with one full-time Coordinator and two full-time instructors who oversee a majority of in-service training and our daytime and evening EMT courses to include clinical oversight. A shortage of EMS professionals within the county pull qualified adjunct instructors away from teaching to provide additional coverage to their primary EMS agencies. Law enforcement instruction continues to require additional training and most is diverse in nature. A multitude of instructors is required to meet the training needs of the local agencies. A majority of the instructors in this area are active-duty law enforcement personnel and take leave to instruct the courses.

In January of 2021, we lost our Manicurist Instructor to an illness and have been unable to fill the position as licensed Cosmetology Instructors with sufficient knowledge in manicuring have proved difficult to find.

The health care field presents significant challenges in staffing due to the factors previously identified. COVID-19 further added to the challenge as several instructors chose not to teach during 20-21 and allowed their nursing licenses to lapse. The instructor shortage was compounded when several instructors chose not to receive the COVID-19 vaccine, which left them unable to attend clinical rotation with our students. The Nurse Aide program employs one full-time instructor. The CE Nursing program continues to have difficulty in staffing the Nurse Aide Refresher, Central Sterile Processing, Nurse Aide II Hybrid, Nurse Aide evening, and seated CMAA instructor positions. We were able to successfully identify one PT NAI lab/clinical and one

PT NAII lab/clinical instructor on a very limited PT basis. In August of 2021, our NAII Instructor left for a position at a local hospital and we were unable to run a NAII course during Fall of 2021. Our FT NAI instructor has taken on the additional course of NAI refresher between Nurse Aide offerings and we are seeing positive outcomes under her guidance.

Through the challenges, the program will continue to recruit qualified instructors, but could benefit from a second full-time instructor for health programs to assist with scheduling, additional classes, and keeping adjunct instructors within their approved hours. With the approval of Workforce Career and College Promise (CCP) opportunities, the development of College and Career Readiness pathways within the allied health field, and the approval of VA Benefits and SkillBridge for Nurse Aide I, additional staffing will become more imperative.

The Division of Continuing Education employs a multi-skilled full-time Vocational/Trades instructor who received additional certifications in OSHA Fall Protection and Manager of Environmental Safety and Health (MESH) Construction training to enhance our ability to offer more courses that are pertinent to the needs of the local community. This allows the institution to respond to all requests from both the military and civilian sectors as it pertains to the skilled trades. An additional instructor may be warranted in the near future as we prepare to offer a Construction Trades course open to SkillBridge and civilian students. An increased demand in welding continues to present a challenge with limited part-time instructors. Our lead PT Welding instructor was awarded the Excellence in Teaching award in September 2021.

As technology continues to evolve, we are faced with several challenges as an organization when attempting to fill part-time Continuing Education computer training positions. The most notable challenges are: Higher pay for IT instructors with certifications and industry experience and providing more professional development training opportunities for IT instructors.

Following the retirement of our Director of Health, Public Safety, and Marketing in March of 2021, the Division replaced the position with a Transition Specialist, hired in July of 2021, in a focused effort to connect to our military population as they prepare to transition from service. This position has increased our DoD SkillBridge registrants by 50% over the previous academic year.

To fully serve the needs of the local community and region, the Division of Continuing Education will continue to recruit qualified talent in areas of high demand.

B. Facilities/Equipment
Classrooms:
During this reporting period, the Division experienced an unanticipated delay with the occupancy of the temporary computer training classroom (trailer) located at the MCB Camp Lejeune French Creek area. Subsequently, we were informed by the MCB Workforce Learning Center (WFLC) that a decision was made to forego moving into the temporary trailer at French Creek. Instead, we initiated the plan to move into the new and permanent computer training classroom located on the first floor of MCB building 308.

During the academic year 2019-20, the Division made use of the Multipurpose Building and created lab space to accommodate Outboard Motor Servicing, Small Engine and Diagnostic Repair, Gunsmithing, and construction trades classes. In the Fall of 2020, this space was deemed as not appropriate for skilled lab instruction by the Fire Marshall. Additional space will need to be identified to sustain these programs that have been displaced. Students are currently utilizing a shared space with multiple programs. The engines and tools are best kept in one location for training due to limited manpower to move the required engines and tools so frequently. A designated location in an approved space that allows for the training equipment to reside and students to learn consistently would be most conducive to learning. More daytime course offerings that attract transitioning military members seeking certification into employment and active duty military units requiring training are being requested and require access to a designated space for multiple hours daily.

Our evening Welding courses moved from classroom T118 to T133 to accommodate more students as demand continues to increase. We also started a conversation with Kentucky Trailer in hopes of developing a mobile welding lab that will accommodate additional CE daytime welding opportunities.

The Fire/Rescue Training program has made good use of the Skills 111 bay to include storage of equipment and building and utilization of training props, both on the main floor and in the mezzanine. A large portion of the required skills associated with our Fire trainees are completed at the Georgetown Training Grounds.

The College now has an MOA to manage the Georgetown Fire Training Grounds for Onslow County. The College has secured an architect to begin to gather stakeholder input and develop a master plan for Public Safety training. The College has worked with the County to install a fiber network as the first step in infrastructure improvements.

The need for an additional lab space for CE Allied Health programs remains a top priority. In the summer of 2021, we received approval to begin renovating an existing classroom to create an additional Nurse Aide lab (R114) across from the current NA Lab (R123) to meet the demands of the local health care community. We also received approval to convert a less utilized computer lab (R121) into a Phlebotomy classroom adjacent to the NA Labs which also provides additional storage space for the CE Allied Health programs. Upon completion of the labs, R114 will primarily be used for NAII, Medication Aide, and CVT. In February of 2022, the sinks were installed and the furniture arrived in our warehouse awaiting completion and approval to occupy the space. With the onset of COVID-19, all clinical facilities stopped allowing students access to their sites. This change affected most of our health courses. For NAI and NAII, we were given permission by the oversight bodies to complete clinical time in a simulated lab environment and this adjustment increased the usage of the existing labs. Other health oversight agencies did not adjust requirements, therefore limiting our ability to offer courses. In the fall of 2020, the Naval Medical Center Camp Lejeune allowed our NAII and Phlebotomy students to return, OCHD also accepted students, however, OMH did not allow any of our CE students to return until March of 2021 for NAI students only. In 2022, OMH allowed our NAII students to complete clinical rotations at the hospital. Phlebotomy students have not been allowed to return to OMH due to a lack of staffing within that area. In September of 2021, we were able to secure an additional clinical site with Carolina East for our Phlebotomy students. Carolina East has three different sites available for our students to gain clinical experience. In the event of another medical outbreak globally, regionally, or within an approved clinical site, the additional lab space currently under construction will assist in providing a clinical environment, if allowed by the associated oversight body.

During the 2018-19 academic year, the College leased property on Lejeune Blvd. to accommodate the Truck Driver Training program. All equipment was moved to this location along with all classroom/lab instruction. This location remains suitable in the short-term but space constraints inside the building and on the driving-range limit the number of students and trucks that can move simultaneously.

Additional storage space will continue to be a concern as programs and enrollment grow, especially in program areas that require a dedicated class space for several hours. With additional pathway opportunities being developed through Career and College Promise, College and Career Readiness, and DoD SkillBridge, identifying viable class/lab space will be imperative. Obtaining additional clinical sites for the Allied Health and EMS programs continues to be a challenge as demand for these careers increase. Our daytime EMS program needs additional space to increase enrollment, when allowed, and to engage in Skills and Technical Scope of Practice exercises that often require additional staffing and physical movement.

Equipment: An analysis of current programs identifies that most have adequate equipment to ensure students meet anticipated learning outcomes. It is also pertinent to recognize that advancement in technologies or processes can render new equipment obsolete or less valuable in the learning process in a short time. In order to provide the most accurate and real environment, the Division will continually monitor updates to current equipment.

During the fall of 2020, we acquired two new Vital Sign machines. These machines provide up-to-date technology and replaced equipment previously purchased over ten years ago. In 2022, we received updated beds, bedside tables, curtains, and simulation manikins in anticipation of the additional Nurse Aide lab. In Spring 2022, the Fire program was able to purchase three new sets of personal protective equipment (PPE) and two self-contained breathing apparatus (SCBA). There will be an ongoing need for the purchase of PPE and SCBA for both students and

instructors in the Fire Academy in the future to remain compliant with the useful life of protective gear and to meet the needs of a growing population of unaffiliated Fire Academy students. In January of 2022, the full-time day Fire Academy kicked off and will create a higher demand for protective gear. There will be an ongoing budget proposal for the purchase of a new(er) fire pumper apparatus to bring our students into 21ˢᵗ century training. Jacksonville Fire and Emergency Services donated a 1994 fire pumper in July 2018. This truck is now becoming less reliable and a suitable replacement must be acquired in order to provide our students with exceptional training.

In December of 2022, the Division acquired two additional semi-tractors, a 2016 International Prostar and a 2017 Freightliner Cascadia, in an effort to begin phasing out older equipment that has proven to be problematic with maintenance issues increasing. Two older tractors associated with the current fleet will be provided to the College's Diesel and Heavy Equipment Technology program for instructional use. As growth continues, we will develop a schedule of phasing out older vehicles at certain times to avoid major maintenance interruptions.

During 2021-2022, the Division purchased the Adobe Forms Designer software thereby replacing Adobe Live Cycle Designer. In addition, the Division upgraded the Office licenses for the classroom PCs located in CE 204 and renewed the Adobe Cloud subscription. To support the educational experience, we replaced the obsolete Samsung TVs in CE 204 with two (2) Ultra High Definition LED TVs. To support computer training at off-campus (remote sites), we purchased external USB DVD drives to be used with the laptops for the mobile classroom. The College also purchased a flat panel cart compatible with the UHD TV used to provide the necessary screen resolution for various aerial charts and maps in support of the Drone Certification Exam Prep course.

During the 2020-21 academic year, the college replaced an aging cardiac monitor and purchased new pediatric feedback manikins within our EMS program. COVID-19 presented a challenge for students who had to have clinical rotation in the classroom because of clinical site closures and restrictions. By standard, the students had to be assessed on a person or programmable simulator. CE EMT programs do not currently have such a simulator. It would be beneficial to consider a simulator mannequin in the future to allow students to take vital signs, hear breath sounds, and feel pulses as they assess the patient in real time.

C. Employment Demand

CE licensure and certification programs continue to be in high demand as they provide enhanced opportunities for employment for our students and sustain and enhance required knowledge and skills for current professionals. Job opportunities continue to be readily available in the health, public safety, and computer occupations. The pandemic has greatly impacted the employment demand in healthcare and many facilities remain extremely short staffed. During COVID surges, healthcare facilities were desperate for help due to the extremely high cases within the facilities, many left the field due to the stress and burn out. The demand for all healthcare professionals is high at this time. The statistics from BLS.gov show the greatest increase is in jobs for Home Care Aides at 25% (2021-31), and Cardiovascular Technicians and Phlebotomists at 10% (2021-31). Students in NAI and NAII, Phlebotomy, and Pharmacy Tech are able to find jobs quickly. CVT jobs are more difficult to find in the immediate area and students often have to go outside of Jacksonville to larger medical facilities. Pay remains low for all healthcare professionals in Jacksonville and students often go outside the county. Many of our NA students are on a Nursing pathway and do not immediately seek job placement but enter into a nursing program. We are seeing many of our students take traveling positions, in all fields.

The demand for licensed massage therapists in the Jacksonville area continues to grow. Beginning in 2017, several massage therapy clinics opened, providing ongoing employment opportunities for graduates. These establishments have hired many Coastal graduates. The massage therapy profession as a whole continues to grow each year. 20% industry growth is expected over the next ten years as identified by BLS.gov. Therapists are working in spas and the offices of other health practitioners to include Physical Therapists and Chiropractors.

With the high turnover rate in the detention field, there is a continuous need for detention officers and CE instructors. Coastal trained 10 detention officers in 2021 with 100% pass rate and additional courses have been scheduled for 2022 with local law enforcement agencies as our local jails are understaffed.

Over 58% of Fire Academy graduates have found employment in the field. Many are employed in local fire/rescue agencies. Many more graduates serve their community as volunteer firefighters. Though volunteerism has declined, demand remains high for career firefighter training. Fire Academy Classes XIII and XIV graduated during this period and graduated 10 and 14 students, respectively. Our first Daytime Academy also started this period with 10 students.

Onslow, Pender, and Duplin County EMS agencies continue to hire Emergency Medical Technicians (EMTs) to staff ambulances with a paramedic. This continues to bring more jobs for both EMT and paramedic graduates. In addition, hospitals are continuing the trend of hiring paramedics to work in the emergency departments. We have seen an increase in students being hired aboard Marine Corps Base Camp Lejeune in the Naval Medical Center as well as Camp Lejeune Fire and Emergency Services. There is a substantial demand locally and statewide for EMTs and Paramedics. Many agencies are employing more EMTs to offset a decrease in the paramedic workforce statewide.

The employment forecast and projections in the IT sector has a mix of both a talent shortage and companies restructuring their IT support infrastructure and governance. Also, the perceived IT talent shortage means that IT employees with the right skill set are likely to continue to command relatively high salaries as employers compete for their services. Additionally, as more organizations collect and analyze massive amounts of data, the overall employment in computer and information technology occupations is projected to grow 15 percent from 2021 to 2031. Specifically, the IT skill areas that are experiencing the most growth include specific areas of cybersecurity (information assurance management), data analytics, cloud services, and automation. Regrettably, our non-military affiliated IT students who are seeking IT employment aboard government installations continue to face challenges in their ability to obtain a security clearance and base access.

Employment demand continues to be strong for the skilled trades with hundreds of thousands of vacant positions open throughout the state and nationally. The skill gap across the trades occupations is apparent and an aging workforce is resulting in a significant employment demand for each of the trades industries. In the 2021-2022 academic year, 61 Truck Driver Training and 75 Powerline Technician students graduated. Both programs possess an employment rate that continues to be in excess of 90%. The CDL truck driving industry is in dire need of licensed drivers. According to an estimate from the American Trucking Association, the United States is experiencing a shortage in excess of 80,000 drivers. This shortage, while unfortunate, opens doors for newly trained CDL holders to fill these open positions. The utility infrastructure is being rebuilt across the country, requiring more lineworkers in an industry where Journeymen linemen are aging out. The need for skilled welders, heavy equipment operators, CNC operators, and Manufactures continues to be high throughout the United States and abroad.

Local and statewide employers are requesting a pipeline of graduates into designated trades throughout the year.

D. Trends

The national trend for stackable national/state credentials within the health and IT professions continues to grow, as does the demand for certifications across most Occupational Extension categories. National certifications provide employers with confirmation that the employee understands the subject matter and can perform the job. With the transiency of Coastal's population, the demand for national certification programs continues to increase.
As the economy drifts to more remote work opportunities in various industry sectors, there are new technology trends that are becoming more prominent. Those technology trends are: data mining / warehousing / analysis, cloud computing, artificial intelligence (AI), Development and Operations (DevOps), cybersecurity, augmented reality (AR), and virtual reality (VR).
Additionally, there are three major information systems specific trends that are emerging. They

are: mobile device platforms, online software as a service (SAAS), and the growth of cloud computing. To implement workforce related training opportunities in these areas it will require a significant capital investment in IT infrastructure and technical support.

As organizations continue to grapple with a hybrid workforce, many organizations are leaning towards virtual training options as opposed to seated facilitator-led training. As the training ecosystem continues to evolve, the expansion of virtual learning platforms is becoming more prevalent. However, this expansion will require a significant investment in IT infrastructure and technical support.

It has been identified that most students attending the Nurse Aide classes are on a pathway toward a career in nursing. Nurse Aide courses assist students to determine if this is the right path for them and earning Nurse Aide certifications also allows them the opportunity to work in their field while they work toward their nursing degree and can provide them with extra points/credit towards acceptance into a nursing program. There are nursing programs throughout the state (primarily BSN programs) that require students be on the NAI registry before entering their program. COVID-19 has put healthcare employees at the forefront of the nation's attention and the need for all healthcare professionals has grown exponentially. In a time where classes have transitioned to online learning, many of the healthcare classes demand classroom training for skills. We have been able to offer a Hybrid NAI which requires less time on campus, but still requires lab and clinical time in person. We have seen a noticeable increase in our Hybrid NAI, Online Certified Medical Administrative Assistant (CMAA), Online Central Sterile, and online Pharmacy Technician courses during this period.

Volunteerism in the fire service has declined, reducing the requests for certification training in the volunteer stations. This trend has increased the need for career firefighters and their training. Subsequently, there has been an increase of EMS responders within our service area from both volunteer and paid services. Due to high turnover rates and low availability, the local demand for certified EMS personnel is increasing. Due to a limited number of licensed Paramedics, many EMS agencies around the State are moving to a tiered system and need more Emergency Medical Technicians and Advanced Emergency Medical Technicians.

In concert with national trends, local law enforcement continues to schedule ongoing sessions of Fair and Impartial Policing Training, Crisis Intervention Training, Verbal De-escalation, Mental Health First-Aid, Gang Investigation, and Mandated In-Service Training.

The skilled trades employment demand continues to increase. As such, Continuing Education will continue to work with local, state, and national employers, where applicable, to assist in providing the skillset required to complete those in-demand jobs. The College has seen an increased interest in industry partners looking to develop relationships with training institutions to provide their entry-level workforce. These partners are keenly interested in hiring and training transitioning service members and are willing to partner and provide financial assistance to staff their depleted workforce. The highest interest has been in the skilled trades, public safety, and allied health programs. During this period, we met with several large employers within the county who were requesting a SkillBridge style of instruction leading to employment of veterans. In February of 2021, the Federal Motor Carrier Safety Administration (FMCSA) which governs commercial vehicles implemented the Entry-Level Driver Training (ELDT) requirement that changed the way in which Commercial Driver's Licenses (CDL) can be obtained. This federal requirement will lend itself to additional opportunities within our Truck Driver Training program.

The need for enhanced marketing has increased proportionally with the increase in competition for CE students from other educational institutions and online training programs. Due to the transient nature of our population and course start dates that fall outside of the traditional academic terms, public awareness of program and class offerings is critical to the success of CE. The Division will continue to partner with the Public Information Office to market programs through social media, digital signage, and print and web tools. The Division continues to search for industry collaboration to increase awareness of training opportunities.

Online course offerings, where appropriate, continue to be the trend as individuals look to enhance their credentials or learn new skills while juggling careers and daily life without

significant disruption. The COVID-19 pandemic has thrust the need for online learning to the forefront; however, we have also identified that many of the programs that are most in demand do not lend themselves to a fully online format.

The desire to quickly find and register for courses from a distance makes it imperative that Continuing Education continues to research updating the Division's web presence and offer online registration to avoid losing potential students to more convenient options.

IV.   Data

A. Operating Cost:

Year	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2021-22	209,828	202,872	416,208	313,943	25,238	16,220
2020-21	17,699	17,699	400,034	350,266	6,128	5,996
2019-20	376,069	377,670	311,419	293,928	9,851	10,078
2018-19	249,341	80,635	359,606	312,449	13,508	21,628
2017-18	155,584	156,467	260,989	257,923	33,706	26,714

2021-22 – Funds were budgeted for updated NAI Lab that was not completed in this FY. In addition, funds were budgeted for technology replacement of MCBCL computer lab and delays pushed the utilization of funds.
2020-21 – Budgeted funds for FY 20-21 were under the initial assumption that the COVID pandemic would be relatively short term and not impact class size for an extended duration. These adjustments resulted in fewer supplies needed than originally budgeted for.
2018-19 – Travel was in excess of budgeted funds due to the International Association of Chiefs of Police (IACP) requirement to have instructors mentored and teach a block of instruction after attending a Faculty Development Workshop prior to teaching the material to students. Time constraints resulted in two separate travel expenditures to Maine to satisfy the required teaching and mentoring expectations of the IACP. Equipment funds were approved and significant purchases were initiated for both Powerline Technician and Truck Driver Training in FY 18-19; however, equipment could not be delivered until FY 19-20. As a result, purchases were completed in July 2019.

B. Enrollment
1. Occupational Extension FTE Earned

Year	FTE Earned	Notes
2021-22	637	Summer 21, Fall 21, Spring 22; 512 Divisor
2020-21	602	Summer 20, Fall 20, Spring 21; 512 Divisor
2019-20	632	Summer 19, Fall 19, Spring 20; 512 Divisor
2018-19	582	Summer 18, Fall 18, Spring 19; 512 Divisor
2017	634	Spring 17, Summer 17, Fall 17; 512 Divisor

2. Budget Funding

Year	Budget FTE	Notes
2021-22	617	
2020-21	644	Based on 2019 with adjustment for Hurricane Florence to 644
2019-20	608	Based on average of 2017 (634) and 2018-2019 (582)
2018-19	669	Based on average of 2016 (700) and 2017 (634) converted to 512 Divisor
2017	524	Funding based on average of 2015 (526) and 2016 (521)

Major Category (7) Breakdown of Occupational Extension

    a.   Business Related

Year	FTE	% of Occ. Ext. Total	Rank
2022	12.35	2	5
2021	14.43	2	5
2020	34.05	5	4
2019	38.34	7	4
2018	41.64	9	4

Sample Classes - Six Sigma, Foreign Language, American Sign Language, Notary Public

Business Related Classes – In 2021-22, the Division was able to offer limited training to local municipalities, military units, and corporate entities due to COVID restrictions.
Three hundred and thirty-five individuals were served and became licensed notaries or E-Notaries in the period from May 2021-May 2022.

    b.   Education Related

Year	FTE	% of Occ. Ext. Total	Rank
2022	2.33	0	6
2021	2.37	0	6
2020	4.08	1	7
2019	2.13	0	7
2018	3.09	1	7

Sample Classes – Advanced Digital Design for Instructors, Instructor Skills Development Program

Education Related Classes – Currently, the bulk of FTE generation in this category comes from ADDI and ISDP courses. Advanced Digital Design for Instructors (ADDI) and Instructor Skills Development Program (ISDP) are offered at least twice a year and as requested by Marine Corps Base Camp Lejeune and Marine Corps Air Station New River.

    c.   Health Related

Year	FTE	% of Occ. Ext. Total	Rank
2022	171.83	27	3
2021	159.15	26	3
2020	194.72	31	2
2019	194.30	33	2
2018	166.43	35	2

Sample Classes – Nurse Aide, Medical Billing, Pharmacy Technician, Massage Therapy, Personal Trainer, ServSafe

Health Related Classes – Health-related classes continue to be one of the largest areas of enrollment behind public safety and technical/vocational training. Many classes were capped at a lower capacity due to the requirement of social distancing as well as the reduction in clinical sites.

Nurse Aide, Massage Therapy, and Medical Coding programs continue to be the largest generators of FTE within this category. Demand is expected to grow within this industry within the next five years and Continuing Education will be tasked with how to meet those needs with the constraints of limited clinical and lab space, along with the challenge of attracting qualified instructors. Enrollment in Nurse Aide I classes, CMAA, and Phlebotomy is consistently at capacity, though registration was limited during this period due to limited clinical opportunities. Additional health credentials such as Central Sterile Processing and Cardiovascular Technician are continuing to gain interest.

d.   Public Safety

Area	2022 FTE	2021 FTE	2020 FTE	2019 FTE	2018 FTE	% of Occ. Ext. Total	Rank
Public Safety	227.96	223.27	211.23	207.43	170.16	35	1
Law Enforce.	37.29	39.25	35.47	37.78	26.23		
EMS	108.06	106.78	114.49	112.23	94.04		
Fire	82.61	77.24	61.26	57.43	49.88		

Sample Classes - Emergency Medical Dispatcher, quarterly ACLS and PALS, SWAT, Sniper I and II, Interviews and Interrogation, Ethics, Domestic Violence Investigation, National Incident Command, HazMat & Terrorism Response Preparedness, Forcible Entry, Fire Academy, Emergency Vehicle Driver, Detention Officer Certification, Emergency Medical Technician

Public Safety Classes – Quality instruction and superior outcomes have been the primary drivers of CE's public safety programs. This category is the largest area of enrollment. Great effort is made to ensure that graduates are successful within the programs and once they graduate from the program. Local departments' requests for training continue to grow, and Coastal's exceptionally high pass rates are attracting more students.
Public safety enrollments continue to remain steady in part due to positive relationships with local law enforcement, fire, and rescue agencies and their continued requests for training.

e.   Technical/Vocational

Year	FTE	% of Occ. Ext. Total	Rank
2022	203.86	32	2
2021	185.51	31	2
2020	161.81	26	3
2019	102.95	18	3
2018	59.31	13	3

Sample Classes – AutoCAD, Blueprint Reading, Code Enforcement, Truck Driver Training, Auto Safety Inspection and Emission Control, Electrical, Plumbing, Masonry, Wildlife Rehabilitation, Veterinary Assisting, Carpentry, General Contracting, Waste Water Treatment, Welding, Powerline Technician, Arborist, Manicurist/Nail Technologist

Technical/Vocational Classes – The demand for qualified trades professionals continues to grow, as do the wages in this category due to the limited pool of trained candidates. There is a significant skills gap for many of the trades programs across the state. Short-term programs that offer industry-recognized certifications are growing in interest. Continuing Education will be tasked with recruiting qualified instructors and identifying suitable locations for instruction to meet the growing demand in this category.

Truck Driver Training, Welding, and Powerline Technician continued to grow during this period and directly impacted the increase of Tier 1A and 1B FTE in this category.

f.   Computers

Year	FTE	% of Occ. Ext. Total	Rank
2022	23.23	4	4
2021	17.00	3	4
2020	19.73	3	5
2019	29.42	5	5
2018	18.65	4	5

Computer Classes – Current COVID mitigation policies have restricted our ability to provide on-site computer training and a reduction in seating capacity for our in-person classes has had a dramatic impact on our CE computer training courses.

The indirect effects of the pandemic have caused many of our clients to re-examine their IT/computer training strategies. This so-called digital transformation has caused many organizations to adopt and incorporate new automation/collaboration and artificial intelligence technologies; however, given the pace of new technology development, what is starting to emerge is the widening of the knowledge gap between the increased demands associated

with the use of the new technology and the workforce. The demands for advanced computer skills will only increase.

In addition, continue and expand the use of courseware such as Custom Guide and LabSim concurrently with online web conferencing software. This provides the Continuing Education computer training department the ability to not only deliver quality instruction incorporating the use of lab simulations, videos, and practice exams, but also the capability to quickly transition content to either a synchronous, asynchronous, or a blended teaching mode quickly and with relative ease.

g. HRD

Year	FTE	% of Occ. Ext. Total	Rank
2022	0.77	0	7
2021	0.00	0	0
2020	6.69	1	6
2019	6.73	1	6
2018	10.84	2	6

During 2021, COVID-19 impacted our ability to recruit additional HRD Instructors. In addition, all off-site locations such as Tarawa Terrance and NCWorks disallowed face to face offerings.

V. Quality Review Summary

A. Strengths

Continuing Education has a unique ability to provide a rapid response to emerging training needs and trends. Each year, the Division makes an effort to develop new credentialed programs for students based upon research of emerging occupations and in-demand skill sets to include but not limited to the areas of Health Care, Vocational Trades, and Public Safety. Stackable, portable, industry-recognized credentials are highly regarded by individuals and organizations; this demand is being addressed by Occupation Extension course offerings.

The quality and dedication of instructors is the greatest asset and strength across all program areas. CE's exceptionally high pass rates in nearly all of the public safety classes, health/medical programs, and business offerings speak to the instructional quality and serve to attract additional students. Many of the instructors and staff are retired military personnel, which contributes to building a favorable rapport with the large population of students who are associated with the military. Many of our adjunct instructors have been working and teaching at Coastal for a decade or more. Coastal has also been in a position to provide up-to-date instructional supplies/equipment that are relevant to current industry/workplace practices, again contributing to the success of students. We have the flexibility and resident knowledge to modify our courses based on instructor feedback, student evaluations, and industry input.

Coastal students have maintained a 100% first-time pass rate on the North Carolina Department of Justice Detention Officer and Radar Certification exams. Coastal's students also achieved a 90% or higher pass rate for the calendar year 2021 in Certified Medical Administrative Assistant, Phlebotomy, ServSafe, and EMT. Coastal continues to maintain one of the highest first-time pass rates on the North Carolina EMT exam. Coastal is one of only 20 other colleges in North Carolina which are accredited by CAAHEP. Completers of the Continuing Education paramedic program do not have difficulty finding employment after receiving paramedic credentials. Coastal maintains an above average rating for certifications and licensure first-time pass rates of state mandated exams amongst all of the 58 community colleges.

CE's skills and trades staff has the resident talent and ability to shape and tailor unique training requirements on short notice for local construction businesses and contractors, as well as for II MEF, Marine Special Operations Command (MARSOC), and Special Purpose Marine Air-Ground Task Force (SPMAGTF). Coastal's long history of offering quality, local, and affordable programs ensures the college remains a viable training option for our active-duty military and industry partners. Where applicable, it is important to provide a real-world experience within our short-term training programs to connect theory and practiced skill to practical application within the work setting. We have partnered with local employers to provide training experiences on-site within the disciplines of Animal Science and Welding.

There were three Fire Academies held in 2021-22; 10 students graduated in June and 14 graduated in December. The first daytime Academy started in January with 10 students. Critical equipment for continued success of the program was approved through the budget process (SCBA/PPE). Administrative support of public safety programs through the approval of needed equipment in the budget process has been crucial in providing current and quality training.

We continue to keep our Continuing Education computer training programs current and relevant with the workforce needs of this diverse and transient demographic area. This requires us to constantly assess our computer course offerings to determine: (a) if we possess the IT infrastructure and technical support and (b) which course(s) are suitable to either an online or blended format of instruction. Although we don't have an online registration process or accept digital signatures presently, our Division continually strives to make our course enrollment process for students as easy as possible. And to add creditability to the computer training program, we have been very fortunate that the majority of our Continuing Education computer training instructors within the Division have been with the computer training department program for 15-20 years.

Though not a requirement, having pharmacists as lead instructors gives the Pharmacy Technician program tremendous credibility. Additionally, the Division has maintained continuity of both lead pharmacist instructors for 10 years. One of the two assistant instructors has been with the program for more than seven years. The lead Phlebotomy instructor has been in that job for over 20 years. The experience gained over the years has contributed to enhanced student success.

The on-campus clinic in the Massage Therapy program offers ample opportunity for student practice and mastery. The small class size provides ample opportunity for instructors to evaluate each student's strengths and challenges and guide them to the resources that will facilitate success.

The Instructors' Academy and the Faculty Mentoring Program have been of substantial benefit to participating CE instructors and impacts student success Division-wide.

In the 2018 state budget, the majority of CE Occupational Extension Parity funding was approved and the remainder was approved in the 2019 state budget. Full parity funding allows us to meet the employment demand locally and be funded at a rate equitable to Curriculum students in similar degree seeking programs.

B. Weaknesses
The impact of COVID-19 during the 2020-21 academic year had a significant impact on students and faculty/staff. The uncertainty and serious nature of the pandemic resulted in many classes being cancelled and a lower seat capacity in classes that were able to convene in order to maintain social distancing. There was an apparent apprehension about taking classes that involved close contact with other students as is required when learning the skills involved with many CE courses. Clinical sites closed their doors to students and clinical simulation had to be done in the campus labs using scenarios, where and when allowed. This resulted in students postponing registration in some classes because of either their apprehension or perceived inferior learning experience. As we navigate out of the pandemic, we are still not at capacity with several of our clinical sites and we have also observed students choosing not to enter into training environments which require additional immunizations associated with COVID-19.

CE continues to be negatively affected by the Navy and Marine Corps' reliance on national contracts for training, and marketing training opportunities to constantly-changing military and civilian points-of-contact can create additional challenges. As we continue to grow our SkillBridge programs and recruit active-duty personnel into our programs, the threat of mass deployments due to world-wide conflicts could negatively impact our pipeline of students.

A loss of lab space for the skills and trades programs has compounded the difficulty of scheduling and developing additional skills and trades classes due to classroom and practical application lab limitations, as many spaces are shared by multiple programs. Our strength comes from our instructors' knowledge and the ability for CE programs and curriculum to be quickly developed; however, not having a dedicated flexible space that can accommodate such

requests in short notice is an impedance. Shared lab spaces in the EMS program result in reduced lecture time and creates additional wear and tear on the manikins due to having to set up and tear down each station daily in preparation for morning curriculum instruction.

Continuing Education instruction relies heavily on adjunct instructors, whose availability is often impacted by other employment obligations. Additional full-time faculty in areas such as EMT, Nurse Aide, and trades programs would reduce class coordination time, provide essential program teaching continuity, and model teaching methods to other, less-experienced part-time instructors. The ability to retain well-qualified instructors within Continuing Education remains a challenge amongst dually-offered programs (CE and CU) with a disparity in pay and required teaching load for the same education levels.

The lack of qualified instructors and dedicated lab spaces in some program areas are challenges. Clinical sites and clinical opportunities in the immediate area are limited, which also affects Coastal's ability to offer additional classes. The need for additional clinical sites and field ride time for the EMS students also presents a challenge. COVID-19 restrictions continue to limit access to clinical sites.

Though the instructor pool for Fire programs has increased, there still remains a need in some specialty areas, particularly Technical Rescue. The need for additional assistant (certified) instructors continues, as several have moved up to lead (qualified) Instructor status. Since the full-time daytime Fire Academy has started, more Firefighter instructors are needed to provide required instruction in both day and evening academies. Fire training still has a need for a fire apparatus (engine), and the ability for agencies to provide this resource is diminishing with the lack of manpower and district coverage needs.

The lack of a College-owned sniper shooting range is increasingly problematic as JPD and Marine Corps Base Camp Lejeune ranges are not readily available for College use. Expanded training grounds are needed for several topics within the law enforcement training programs.

It is extremely difficult to determine the rapidly-changing computer training needs and requirements of the various military organizations due to limited access per current Marine Corps Base guidelines. To stay relevant and cutting-edge, especially with the increasing competition from other IT training companies, we must continue to transform the computer training curriculum, course offerings, expand the online LMS platform offerings, and upgrade the classroom for the use of next-gen technology. In addition, there are inherent challenges associated with finding qualified instructors to develop complex e-learning course content.

The cost of immunizations, background checks, and third-party certification fees continues to rise and could become a barrier for students. The cost of immunizations is high and very difficult for those without insurance or financial assistance. We are currently exploring different companies to provide background screens and immunization tracking in an effort to reduce costs. Clinical sites are requiring more comprehensive background checks and drug screens, contributing to the increased expense. Additional immunizations have also proven to be a deterrent to students enrolling in Health related fields.

Not being able to get reliable national and state results from credentialing agencies poses a challenge in reporting student outcomes and program successes.

The inability to provide a platform for online registration and course search for Continuing Education classes creates a barrier during enrollment, especially for those students who are not physically within close proximity to the College. Delayed marketing requests make it difficult to generate awareness of class times and new offerings for Continuing Education courses that do not align with the traditional Curriculum academic terms.

C. Response to Objectives Set and Printed in 2020-21 DTA
<u>Occupational Division Goals</u>
1. Develop a focused marketing campaign within the community for each program area to bring enrollment in on-campus classes beyond pre-pandemic levels. **CONTINUE AS REVISED**
2. Propose a staff position to liaison with the military to market courses and streamline the

       enrollment process for transitioning service members. **COMPLETE**
3. Identify additional lab space for allied health and trades programs. **CONTINUE**
4. Develop, at minimum, one new program in excess of 240 hours. **COMPLETE AND ONGOING**

Business Related
1. Identify and hire Foreign Language instructors. **COMPLETE**
2. Expand marketing efforts for a Six Sigma Black Belt certification course. **CONTINUE**
3. Develop and offer Customer Service and Leadership courses for local industry. **COMPLETE AND ONGOING**

Education Related
1. Identify an additional instructor to teach ISDP. **COMPLETE**
2. Expand the number and locations of ISDP offerings for our military partners from two (2) to three or more per year. **CONTINUE**
3. Explore the option to offer Advanced Digital Design for Instructors (ADDI) outside of our military partners, possibly to OCS. **CONTINUE**

Technical/Vocational Related
1. Incorporate Blackboard components of technical/vocational courses to enhance face-to-face offerings. **CONTINUE**
2. Develop a Powerline Technician Curriculum program that will coincide with the CE program. **CONTINUE AS REVISED**
3. Develop and provide three Construction Basic courses (240 hrs.) per year with maximum capacity of 20 students. **COMPLETE AND ONGOING**
4. Update and provide four NASM Personal Trainer courses (240 hrs.) per year with maximum capacity of 20 students. **COMPLETE AND ONGOING**
5. Obtain authorization to provide NAVTA veterinary assistant credential. **CONTINUE**
6. Develop and offer a Barbering course (1540 hrs.). **DELETED** – space constraints
7. Advertise and obtain a new Manicurist instructor. **CONTINUE**

Health Related
1. Explore opportunity for more lab space for NA and other health classes. **COMPLETE**
2. Identify CE programs/courses that will articulate to CU credit and align with SACSCOC requirements. **CONTINUE**
3. Increase the number of CE classes offered to licensed massage therapists and contract with additional NCBTMB-approved providers to offer classes on campus in modalities not currently taught, to include online courses. **CONTINUE**
4. Recruit additional PT instructors to supplement existing programs and develop new opportunities. As classes resume full capacity, revisit the possibility of hiring an additional FT RN instructor to support the health-related programs. **CONTINUE**
5. Establish educational partnership with American Association of Professional Coders (AAPC). **COMPLETE**
6. Collaborate with home care agency to explore offering the Nurse Aide Home Care course to their employees. **DELETED** – Interest from agencies has waned due to financial constraints
7. Work with CCR to develop allied health pathways. **COMPLETE**
8. Initiate strategies to improve NAI first time pass rates. **COMPLETE AND ONGOING**
9. Initiate strategies to increase number of students taking and passing the CVT exam. **COMPLETE AND ONGOING**
10. Investigate strategies to increase pass rate on Massage Therapy and Nurse Aide. **COMPLETE AND ONGOING**

EMS Related
1. Develop and implement a plan to increase the number of students who complete the Paramedic program. **COMPLETE AND ONGOING**
2. Increase maximum student numbers for Daytime and Evening EMT course from 12 to at least 20 as COVID wanes. **COMPLETE AND ONGOING**
3. Restructure the Daytime EMT program slightly to allow for more hours. **COMPLETE AND ONGOING**

4. Provide an Advanced EMT course. **CONTINUE**
5. Ensure areas of concern are addressed in the CoAEMSP accreditation prior to the on-site visit. **CONTINUE**

Fire Related
1. Investigate the potential for VA approval of GI Bill benefits for the daytime Fire Academy. **CONTINUE**
2. Coordinate and work with all interested parties in the development of a master plan for Georgetown Fire Training Grounds. **CONTINUE**
3. Purchase a fire pumper that will provide the students of the Fire Academy and Driver/Operator courses the ability to train on a reliable apparatus that utilizes current technology. **CONTINUE**
4. Offer a fire related SkillBridge program. **COMPLETE AND ONGOING**

Law Enforcement Related
1. Offer Advanced Negotiator Training. **CONTINUE**
2. Offer an Advanced SWAT Training class. **CONTINUE**
3. Focus on developing high-impact areas (driving pad, sniper range) at Bear Creek Training Grounds or other identified locations. **CONTINUE**
4. Provide a course on Human Trafficking. **COMPLETE**
5. Develop and offer Sniper I and Sniper II course. **CONTINUE**

Computer Related
1. Coordinate with the IT department for the purchase and installation of new classroom PCs, UPS, Server, projector, and speaker system for the new Workforce Learning Center Modular classroom (CL). **CONTINUE AS REVISED**
2. Examine "crosswalk" opportunities for Continuing Education IT certification classes that may qualify for Curriculum credit. **COMPLETE**
3. Provide funding to purchase new laptops to support on-site, mobile computer training. **COMPLETE AND ONGOING**
4. Create and offer a new IT infrastructure pathway which includes: CompTIA A+, Network+, and Security+ training courses. **COMPLETE**
5. Replace the classroom PCs in CE 204 to enhance our capability to provide cloud-based computer training courses. **CONTINUE**
6. Explore opportunities to expand our use of the Azure training tenant. **CONTINUE**

HRD Related
1. Develop opportunities to fully reach the HRD population and work with outside agencies to market classes to shared customers. **COMPLETE AND ONGOING**
2. Review and update HRD class offerings and curriculum. **COMPLETE**
3. Expand marketing of other skills training classes in HRD classes and program outreach. **CONTINUE**
4. Increase the marketing of the available funds and program outreach to include specific departments on campus, customers at the NCWorks Career Center, and in the local community. **COMPLETE AND ONGOING**
5. Work with Career Readiness Center and ESL programs on campus to help them develop Integrated Education and Training plans (IETs) by providing HRD classes specific to IET pathways. **COMPLETE AND ONGOING**
6. Begin offering HRD courses that align with CCR/OE Pathways, IETs. **CONTINUE**
7. Integrate HRD courses into SkillBridge programs to assist with post training employment. **CONTINUE**

D. **Summary of Improvements and/or Budget Decisions Based On Analysis**
Business Related
1. Updated LSS Green Belt to include both a Hybrid certification and a National Exam Prep course (IASSC).

Education Related
1. Updated Spanish curriculum for new instructors was purchased.

2. Identified an additional instructor for ISDP offerings.

Technical/Vocational Related
1. Coastal is a qualified training provider for the Federal Motor Carrier Safety Administration (FMCSA).
2. CPR and DOT Flagger training within TDT courses was included.
3. Two tractors were purchased to meet the demand of the industry and to begin phasing out older models.
4. Acquired Hobart welding curriculum to create uniformity across different welding modalities.
5. Sent instructors to training in the areas of Safety, Fall Protection, Trenching and Excavation, NCDOT Flagger, and DOT 3rd party evaluators school to provide more offerings and better serve our student population.
6. Pipe threader and Circuit tracer were purchased to enhance learning in the areas of welding and construction.
7. Updated a portion of students' PPE in Powerline program.

Health Related
1. Entered into an educational partnership with the American Association of Professional Coders (AAPC).
2. Received approval to proceed with an updated NA lab and secured funding.
3. A classroom set of Phlebotomy study guides was purchased to aide students in national certification exam.
4. Aging centrifuge was replaced.

EMS Related
1. Additional laptops for students to access state and national computer-based testing were purchased.
2. Tactical software to offer advanced telecommunicator training to the public safety community was secured.

Fire Related
1. Updated PPE to replace expired turnout gear was secured.
2. A calendar was updated for scheduling fire trainings at Georgetown Training Grounds.

Law Enforcement Related
1. Instructors participated in the Leadership in Police Organizations annual conference.
2. Supply belts and handcuff cases were updated.
3. Updated cameras to run more Crime Scene Investigation courses were procured.

Computer Related
1. Developed the 180-hour CompTIA Network+ and Security+ Certification Exam Prep Boot Camp.
2. Adobe Live Cycle Designer course was replaced with the development of the Adobe Forms Designer course.
3. Delivered customized organizational training to MCAS New River, 2D MARDIV, SOI-East, MCCS IT dept., and 2D MLG.
4. Developed the following courses: Gamification Apps for Use in the Classroom (approved by OCS for teacher renewal credit), Digital Resources for Educators (approved by OCS for teacher renewal credit), Introduction to Power Business Intelligence (BI), Office 365 Excel: Data Analysis, Pivot Tables and Cloud Collaboration, and Introduction to Microsoft Teams.
5. Power BI desktop was installed on the classroom PCs in CE 204.
6. Office licenses were upgraded on the PCs in CE 204.
7. Adobe Cloud subscriptions for the classroom PCs were renewed.
8. Two (2) UHD LED TVs for CE 204 were purchased to replace the old Samsung TVs.
9. Fifteen (15) external DVD drives were purchased to support remote location training when implementing the use of the mobile classroom (laptops).
10. A flat panel cart for the UHD TV was purchased to support the Drone Certification Exam Prep course.

HRD Related
1. In partnership with NCWorks, the Employability lab was opened to provide assistance for community members seeking employment.
2. The program was awarded the WIOA Adult and Dislocated Worker Grant for 2022-2023.
3. The program was awarded the WIOA Out-of-School Youth Grant for 2022-2023.
4. The department was awarded GEER funding, STWD funding, SECU, Golden Leaf, and State Childcare Grant funds for 2022-2023.

VI.   Program Objectives/Actions for the Next 1 to 2 Years

Occupational Division Goals
1. Develop a focused marketing campaign within the community for each program area to increase enrollment in on campus classes beyond pre-pandemic levels.
2. Identify additional lab space for allied health and trades programs.
3. Work on part-time salary structure for adjunct instructors to align more closely with CU counterparts.

Business Related
1. Expand marketing efforts for a Six Sigma Black Belt certification course.
2. Identify additional NC Notary instructors.

Education Related
1. Expand the number and locations of ISDP offerings for our military partners from two (2) to three or more per year.
2. Explore the option to offer Advanced Digital Design for Instructors (ADDI) outside of our military partners, possibly to OCS.

Technical/Vocational Related
1. Incorporate Blackboard components of technical/vocational courses to enhance face-to-face offerings.
2. Investigate a Powerline Technician Curriculum program that will coincide with the CE program.
3. Obtain authorization to provide NAVTA veterinary assistant credential.
4. Advertise and obtain a new Manicurist instructor.
5. Provide a day time Welding SkillBridge course on campus.
6. Hire Full-Time Welding Instructor.
7. Investigate the option to add a driving simulator to our TDT program.

Health Related
1. Identify CE programs/courses that will articulate to CU credit and align with SACSCOC requirements.
2. Increase the number of CE classes offered to licensed massage therapists and contract with additional NCBTMB-approved providers to offer classes on campus in modalities not currently taught, to include online courses.
3. Recruit additional PT instructors to supplement existing programs and develop new opportunities. As classes resume full capacity, revisit the possibility of hiring an additional FT RN instructor to support the health-related programs.
4. Seek additional CCP offerings to include Medication Aide and CVT.
5. Transition from Pearson Vue to Credentia for Nurse Aide I testing.
6. Work with campus allied health programs to identify a new vendor for background check, drug screens, and immunization tracking required for students to attend clinical.

EMS Related
1. Provide an Advanced EMT course.
2. Ensure areas of concern are addressed in the CoAEMSP accreditation prior to the on-site visit.
3. Identify a dedicated lab space for EMS programs to reduce wear on equipment.
4. Provide EMT as a SkillBridge offering and incorporate with daytime Fire Academy.
5. Create a working relationship with Naval Medical Center Camp Lejeune to teach Stop-the-Bleed in the monthly BLS providers courses offered at the college.

Fire Related
1. Investigate the potential for VA approval of GI Bill benefits for the daytime Fire Academy.
2. Coordinate and work with all interested parties in the development of a master plan for Georgetown Fire Training Grounds.
3. Purchase a fire pumper that will provide the students of the Fire Academy and Driver/Operator courses the ability to train on a reliable apparatus that utilizes current technology.

Law Enforcement Related
1. Offer Advanced Negotiator Training.
2. Offer an Advanced SWAT Training class.
3. Focus on developing high-impact areas (driving pad, sniper range) at Bear Creek Training Grounds or other identified locations.
4. Develop and offer Sniper I and Sniper II course.
5. Work with the city and county to update shooting simulator.

Computer Related
1. Coordinate with the IT department for the purchase and installation of new classroom PCs, UPS, Server, projector, and speaker system for the new Workforce Learning Center classroom located at MCB Camp Lejeune building 308.
2. Replace the classroom PCs in CE 204 to enhance our capability to provide cloud-based computer training courses.
3. Explore opportunities to expand our use of the Azure training tenant.
4. Continue to expand our online and hybrid course offerings.

HRD Related
1. Expand marketing of other skills training classes in HRD classes and program outreach.
2. Begin offering HRD courses that align with CCR/OE Pathways, IETs.
3. Integrate HRD courses into SkillBridge programs to assist with post training employment.
4. Increase the offerings of HRD Employment Success classes on campus, as well as off-campus classes to be held at Tarawa Terrace for Transitioning Military Service Members.
5. Hire a full-time outreach specialist to help with marketing and outreach of WIOA grant program. This position will help to enhance the current NCWorks Career Center community impact by introducing services to customers and implementing strategies as identified in the ECWDB community outreach plan. This plan entails building partnerships and connections, engaging the local community, and promoting services and programs, thereby presenting a clear and consistent message to job seekers, employers, and young adults. This position will be paid for with WIOA Grant funds.
6. Investigate strategies to provide off-campus work experience for Out-of-School Youth participants.
7. Discuss re-assigning the administration of the State Child Care Grant to a department more connected to curriculum students.

VII.   **Program Outcomes 2021-22**
    A.   Provide training or retraining opportunities for individuals.

100%   1. 80% of the employers surveyed will indicate that customized training met or exceeded their expectations.

93%   2. 85% of students enrolling in Occupational Extension training will successfully complete the course.

93%   3. 80% of students surveyed will report satisfaction with course content.

96%   4. 80% of EMT students will pass the state licensing exam on the first attempt.

67%   5. 80% of EMT-P students will pass the state licensing exam on the first attempt.

93%   6. 80% of Phlebotomy students will pass licensing exam on first attempt.

89%   7. 80% of NA I students will pass licensing exam on first attempt.

    B.   Conduct ongoing needs assessment to determine resources, professional development, customized training requirements, and equipment to support instructional programs.

80%   1. 80% of Continuing Education Directors/Division Chair will attend a conference or additional training.

17 new   2. 10 new or updated courses will be developed to meet customer needs.

   C. Directors/Coordinators will be responsible for ongoing quality enhancements.

100%   1. 100% of Directors/Coordinators will participate in annual program review.

SMALL BUSINESS CENTER

I. Description

The Small Business Center (SBC) provides a wide variety of seminars and workshops, one-on-one counseling, a library of resources, and referrals to other sources of help for owners and operators of small businesses.

II. Analysis of Desktop Audit Summary Data

A. Enrollment

The annual duplicated enrollment for small business seminars for 2021-22 was 1,799 participants. Due to the pandemic, the normal management-related FTE offering (Funeral Directors Training) remained cancelled for the second year in a row. The SBC offered one FTE-generating entrepreneurship offering (REAL/Pitch It! Onslow), which had an unduplicated headcount of 14 participants. The total number of counseled clients, including in-person, telephone, and email, was 244. Despite the ongoing toll of the pandemic, the SBC was able to maintain a large number of offerings and good attendance. The SBC continues to respond to the change in SBCN program guidelines that removed seminars from performance funding and is working to scale appropriately to focus efforts on counseling that produces measurable impact.

B. Participant Opinion Survey

Ninety-four percent of seminar participants who responded to the survey rated the programs excellent or very good.

C. Client Satisfaction

Ninety-seven percent of SBC clients rated the counseling services as excellent or very good. The SBC uses a variety of methods to determine client satisfaction, and the overall perception by clients is that the SBC is an excellent resource. A review of the actual survey responses and testimonials by clients provides the best picture of customer satisfaction. This is closely monitored to determine trends and to make adjustments where needed. The SBC staff has undertaken a variety of strategies to increase survey response and reduce variability.

D. Quality Review

Informal visitation for quality review was conducted on 100% of seminars or workshops presented.

III. Program Status and Plans for the Next 1 to 2 Years

A. Staffing

The SBC is staffed by a part-time Director, a full time Assistant Director, and a part-time Small Business Counselor. The SBC Director's activities include the oversight of the SBC as well as supervision of the Industry Training Center (ITC) and the affiliate office of the NC Military Business Center (MBC). The MBC position is currently vacant. MBC needs are being met remotely by a representative out of the Wilmington area who assists businesses with government contracting opportunities. The MBC Coordinator, when filled locally, receives assistance from the ITC Secretary whose support is shared with the Industry Training Director and/or the SBC Director.

During the past year, a final round of Pandemic Relief/CARES Act Funds were used to continue the Reboot, Recover, Rebuild (R3) program, which allowed the SBC to hire outside consultants to meet the enormous demand for support in wake of the pandemic. The implementation of R3, increased demand due to the pandemic, and expanded interest in business startup has led to increased counseling and administrative duties for the entire department. In the past, the SBC had a full-time Director, a part-time Business Counselor, a full-time Administrative Assistant, and a part-time Administrative Assistant, which amounted to a total of 121 SBC staff hours per week. However, presently, only 63 staff hours per week are dedicated to the SBC. This represents a reduction in staff of 48%. The workload at the SBC has significantly increased. To demonstrate this, the number of annual requests for counseling has risen by 58% since 2017, and the number of business counseling hours offered annually has increased by 143%. Please note that this growth calculation excludes counseling provided by external sources using R3 funds.

B. Facilities/Equipment

Facilities: The facilities need to be maintained and updated frequently to maintain a professional image with the business community. The carpet and vinyl flooring, which were upgraded in 2014 and 2012, respectively, have been well maintained and are in good shape at this time. New tables for the three

classrooms were installed in February 2010. New chairs were installed in two of the three classrooms. These upgrades are still viable and will be assessed annually. Professional outdoor signage is still desired, once funds are available, as there is no signage at the road or outside of the building that indicates the location of the SBC. Since many of the clients of the SBC are not college students, the majority of the SBC visitors are new to the campus and, despite being provided with detailed instructions about the location, a significant percentage get lost on their way to the office for the first time, which does not lend itself to a positive first impression. SBC clients have access to a computer and resources via office space in Skills 110. The room dividers between Skills 104 A, B, and C need to be replaced, and the team is working with the maintenance staff to receive quotes for their replacement. In addition, soundproofing is needed to enable all three rooms to be used simultaneously. Soundproofing is also still needed between Skills 109 and 110 and Skills 101 and 104A.

Equipment: Dual monitors were installed to increase work efficiency for both the Director and Assistant Director in 2018-19. New computers were provided to the Director and the Assistant Director in 2018-19 as well. A new laptop was purchased for the SBC Director in 2019, and a new laptop was purchased for the part-time counselor in 2022. All staff computers were updated in 2020-21. A technological solution is needed to better view webinars in the classroom to provide clients with a Hyflex attendance option. Access to the internet and business software programs is important for client use and assistance. This need is currently addressed by providing designated space for small business clients on campus in the Melton Skills Center. Presentation (audio/visual) equipment for instructional staff is adequate for the current year but could be enhanced by the addition of the smartboard in Skills 104C.

C. Trends

Seminars on how to start a small business, social media, marketing, and government contracting, as well as seminars targeted to transitioning military continue to be in high demand. Due to the pandemic, all programming transitioned to online webinars mid-March 2020. Many traditional seated seminars are transitioning back to seated. However, there is still a demand for online training, which the SBC will continue to provide. The greatest area of counseling requests centered on starting a new business, business pivoting, growing revenue, and marketing**.**

IV. Data

A. Operating Costs

Year	State Funding	Total Funding
2021-22	125,627	131,252
2020-21	122,049	122,049
2019-20	120,620	141,351
2018-19	120,073	148,534
2017-18	117,604	146,296

	Equipment		Supplies		Professional Development and Travel	
Year	**Budgeted**	**Actual**	**Budgeted**	**Actual**	**Budgeted**	**Actual**
2021-22	0	0	11,878	4,375	2,550	747
2020-21	0	0	4,230	261	8,350	3,194
2019-20	0	0	7,706	3,939	0	1,045
2018-19	3,082	3,082	6,344	3,040	2,800	1,995
2017-18	0	0	8,760	2,517	3,145	2,158

2021-22 – The Assistant Director was able to ride with and room with the Director for Spring and Fall PD, reducing the anticipated expense. Due to COVID, a number of events tied to these funds did not take place and therefore, the money was not spent.
2020-21 – Due to COVID, a number of events tied to these funds did not take place and therefore, the money was not spent.
2019-20 – Due to COVID, a number of critical events tied to these funds did not take place and therefore, the money was not spent.
2018-19 – The supplies budget was projected to cover costs for signage for a number of events that SBC staff shifted to event partners.
2017-18 – The supply budget was predicted too high due to signage that was not purchased.

B. Enrollment

1. Non-Budget FTE Generation

Year	FTE
2021	0.66
2020	7.32
2019	12.69
2018	13.30
2017	9.87

2. Number of Seminars Presented

Year	No.
2021-22	136
2020-21	139
2019-20	171
2018-19	174
2017-18	180

3. Number of Seminar Participants

Year	No.
2021-22	1,799
2020-21	1,431
2019-20	2,462
2018-19	2,186
2017-18	2,080

4. Number of Seat Hours

Year	No.
2021-22	6,141.25
2020-21	3,748.59
2019-20	6,497.50
2018-19	6,814.00
2017-18	6,791.75

5. Number of Individuals Receiving Counseling Services

Year	No.
2021-22	244
2020-21	224
2019-20	271
2018-19	207
2017-18	204

Note: For Non-budget FTE calculations, parity funding in 2018 changed the value of one FTE from 688 student hours to 512 student hours.

6. Number of Counseling Hours Provided

Year	No.	W/Outside Providers	In House Hours
2021-22	767.84	155.95	611.89
2020-21	1,287.34	882.30	405.04
2019-20	463.28	58.43	404.85
2018-19	3,231.18	0.00	321.18
2017-18	315.70	0.00	315.70

7. Number of New Requests for Counseling Received Per Year

Year	No.
2021-22	201
2020-21	145
2019-20	134
2018-19	134
2017-18	127

V. Quality Review Summary

A. Strengths:
The greatest strength of the SBC program is the strong partnership with the Chamber of Commerce and other collaborative organizations. Currently, the Director serves on the Chamber Board of Directors. The Assistant Director is the Chair of the Small Business Council and serves on the Business Diversity Council. The part-time Small Business Counselor serves on the board of Jacksonville Onslow Economic Development (JOED). These collaborations allow the Director, Assistant Director, and the part-time Small Business Counselor to be personally involved with the business community and other key leaders in order to present timely, meaningful seminars and to understand the needs of the small business owner or operator. Expert presenters, strong resource materials, and referral services provide the very best quality in training and information. In addition, a strong partnership with the UNCW Small Business and Technology Development Center and the NC Military Business Center enables the SBC to provide timely and expert counseling services to its clients.

B. Weaknesses:
Throughout the pandemic, the SBC has experienced a higher than normal no-show rate for certain seminars/webinars, averaging 40% to 45%, but occasionally as high as 60%-70%. This is consistent across the state for other SBCs at this time. Staff members continue to implement strategies to reduce the no-show rate and encourage attendance. Programming is monitored to ensure delivery meets current market needs. One additional area of weakness is a lack of administrative support in completing office tasks such as scheduling and inputting data.

C. Progress and Response to Objectives Set and Printed in 2020-21 DTA
1. Work with Marine Federal Credit Union and Jacksonville-Onslow Chamber of Commerce to develop a business plan pitch competition. **COMPLETE AND ONGOING**
2. Work with a campus ESL instructor to offer a REAL Entrepreneurship class to a mixed group of ESL students and the general public. **COMPLETE AND ONGOING**
3. Develop a one-day Marketing Summit to help business owners increase and innovate their outreach. **CONTINUE AS REVISED**

D. Summary of Improvements and/or Budget Decisions Based On Analysis
1. Sponsorship of the Women in Business Fair with the Jacksonville-Onslow Chamber of Commerce's Business Diversity Council to help increase awareness of the SBC and provide additional vendor opportunities to women-owned businesses in Onslow County.
2. Sponsorship of the New Member orientation with the Jacksonville-Onslow Chamber of Commerce to increase awareness of the SBC with new chamber members.

E. Program Objectives/Action for the Next 1 to 2 Years
1. Develop a one-day YouTube Academy to help business owners increase brand awareness and generate revenue.
2. Refine the Pitch It! Onslow process working with REAL Entrepreneurship to improve the student experience.
3. Identify new program supporters/sponsors for Pitch It! Onslow, including the possible development of a SBC prize when appropriate.
4. Assist in the creation of at least 20 new small businesses in the next year.

F. Program Outcomes
94% 1. 80% of seminar participants will rate the seminars as very good or excellent.

23 new 2. Assist in the creation of at least 15 new small businesses in the next year.

97% 3. 80% of clients receiving service will rate their counseling satisfaction as very good or excellent.

288

Highlights

Coastal Carolina Community College's SBC was recognized as a Center for Excellence by the North Carolina Community College System (NCCCS) Office 8 years out of 12, in 2000-2001, 2001-2002, 2002-2003, 2004-2005, 2007-2008, 2010-2011, 2011-2012, and 2012-2013 (for previous year's performance). The Center was recognized for innovation in programs/seminars and received the State Director's Award in 2012-2013.

Coastal's SBC was recognized as one of the top Small Business Administration (SBA) Partners in 2005 and 2011.

Coastal's SBC was recognized by the Jacksonville-Onslow Chamber of Commerce Minority Services Division as Minority Business Advocate of the Year in 2010.

Coastal Carolina Community College entered into a Service Agreement with the NCCCS to have the SBC Director act as Interim State Director and Interim Assistant Small Business Commissioner during the military deployment of the State Director (April 2011-February 2012).

Coastal's SBC was ranked in the top four community college SBCs based on its annual performance in 2013-2014, 2014-2015, 2015-2016, and 2016-2017 (Source – NCCCS State Aid Allocations and Budget Policies).

The SBC Assistant to the Director was named Administrative Professional of the Year by the Jacksonville-Onslow Chamber of Commerce in 2014.

Coastal Carolina Community College again entered into a Service Agreement with NCCCS to have the SBC Director act as Interim State Director during 2015-2016. This request for service was due to the retirement of the State SBC Director which also coincided with the resignation of the System Office President. As of January 2017, Coastal's SBC Director assumed the State Director's position. She is also contracted at Coastal to oversee Coastal's SBC.

Coastal's SBC was recognized as the Premier SBC in North Carolina by the Charlotte District Office of the SBA in August 2016.

Coastal's SBC was ranked number five in 2017-2018 and 2018-2019. The Coastal SBC was ranked number six in 2019-2020.

In 2019, the Director was selected to receive the Duke Energy Citizenship Award and the Assistant Director obtained Level 1 & Level 2 SBCN Certified Small Business Center Director Certification and an MBA from Capella University. The center also added its first online synchronous seminar training offerings, and was recognized for innovation in services/collaboration receiving the Small Business Center Network (SBCN) Center of Excellence Award for the development of the Youth Trades Entrepreneurship Conference (YTEC).

Coastal's SBC received recognition from the NCCCAEA in 2019 for YTEC and also received a grant to continue to offer and perfect the event.

In 2020, the SBC was able to successfully implement its local version of the R3 program and leverage $86,668 of additional funds to support small businesses. The SBC issued 104 unique contracts to support 111 businesses, providing 1,064.79 hours of pandemic-related counseling support via a combination of current staff and 20 hired subject matter experts. Additionally, the SBC fully transitioned its training to an online webinar format.

In 2020-2021, Coastal's SBC was ranked 5th out of 58 community college Small Business Centers based on its annual performance. This current ranking place Coastal in the top five Small Business Centers in the first year that the removal of seminars from performance funding was implemented as part of an update to the SBCN Program Guidelines.

In the Fall of 2021, the Small Business Center received an additional round of funding of $18,734, which enabled the SBC to issue 22 unique contracts to support 17 businesses, providing 153.53 hours of pandemic-related counseling support. The SBC hired eight subject-matter experts to provide counseling on a variety of business improvement and sustainability topics.

In 2021-2022, the SBC was recognized for innovation in programs/seminars receiving the SBCN Center of Excellence Award for the development of Pitch It! Onslow in partnership with Marine Federal Credit Union and Jacksonville-Onslow Chamber of Commerce. Additionally, in 2021-22, Coastal's SBC ranked 4th out of

58 community colleges based on its annual performance with only Cape Fear Community College, Fayetteville Technical Community College, and Wake Technical Community College ranking higher.

INDUSTRY TRAINING

I.   Description

The Industry Training Center (ITC) is comprised of two major programs that support the training needs of local industrial employers: the Customized Training Program and General Industry Training. The scope of the training needs of local industries spans from soft skills to advanced technical training. The mission of the ITC is to assist in identifying and facilitating the training needs of local industries in order to build and retain a viable workforce that is skilled, knowledgeable, and well trained to continue to meet and exceed the community's economic development goals.

The ITC's two major programs are:

A. Customized Training Program (CTP):

The CTP provides free customized training in support of a new industry or expansion of an existing industry. The program guidelines provide specific criteria to determine a company's eligibility. This includes the requirement for an investment from the company in the areas of job growth, technology, and/or productivity enhancement.

B. General Industry Training:

Through the General Industry Training, the ITC provides dedicated resources to assess and address training needs for industries that meet the criteria of the CTP. In addition, the ITC may work with a variety of businesses to deliver general industry training, including safety and environmental, supervisory, and technical training, as well as other identified training topics as desired by the company/organization.

II.   Analysis of Desktop Audit Summary Data

A. Enrollment

The annual duplicated headcount in industry training programs is as follows:

Year	B&I	CTP
2021-22	79	70
2020-21	35	47
2019-20	42	0
2018-19	96	52
2017	2	28

B. Employer Feedback/Consultations

One-on-one consultation sessions were conducted with 100% of all manufacturing industries in Onslow County in 2021-2022. These consultations are often conducted in collaboration with members of the local economic development team/Jacksonville Onslow Economic Development (JOED).

C. Industry News

The expansion of Davis Industrial Park has brought in several new companies, including Blue Water Candy (BWC fishing lures) and Atlantic Seafood Distributors. BWC is currently in the construction stage, and Atlantic Seafood Distributors is scheduled to open in November 2022.

D. Quality Check

One hundred percent of industry training classes were visited by a representative of Coastal Carolina Community College.

III. Program Status and Plans for the Next 1 to 2 Years

A. Staffing

The ITC is staffed by one full-time director and one full-time secretary, who is shared with the Small Business Center. This staffing is sufficient. When there are large new industry projects, additional staffing is funded through the grant.

B. Facilities/Equipment

Facilities: Classroom space is a concern when a new industry opportunity arises with limited warning.
Equipment: Equipment needs fluctuate greatly with industry projects.

C. Trends

Although the importance of customized training is still high, the commitment by industry clients to provide release time for employees to attend the planned training is an ongoing challenge. The industries are diverse in nature and include customer service, boatbuilding, warehousing and distribution, safety products, fuel pump injectors, plastics/tactical gear, and food products. Technical and safety training are the most frequently demanded topics. Training plans are developed annually and revised monthly, as the Industry Training Director meets frequently with industry representatives to manage their training and information needs and to help them remain competitive. This is an important strategy in retention of existing industry jobs.

IV. Summary Data

A. Operating Costs B & I (Business and Industry Support Funds)

Year	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2021-22	0	0	1,350	266	0	0
2020-21	0	0	421	80	0	0
2019-20	0	0	300	0	0	0
2018-19	0	0	1,555	467	0	0
2017	0	0	4,338	4,314	0	5

2021-22 – $265.65 was used to purchase office supplies because funds earmarked for other purchases were not expended due to the cancellation of industry trainings.

Note: Although the Industry Training funds are not spent, funds are allocated to support the professional development of the Director.

B. Enrollment

1. Number of Participants (Duplicated)

Year	B&I	CTP
2021-22	79	70
2020-21	35	47
2019-20	42	0
2018-19	96	52
2017	2	28

2. FTE - Non-Budget

Year	B&I	CTP
2021-22	1.48	0.81
2020-21	4.48	0.30
2019-20	0.13	1.81
2018-19	0.34	0.00
2017	0.91	0.40

C. Customized Training Project

Year	No. of N/E Industries	Industry Name
2021-22	2	Stanadyne & Onslow Bay BoatWorks
2020-21	1	Stanadyne
2019-20	1	Stanadyne
2018-19	0	None
2017	1	J&J Snack Foods

D. Customized Training Project

Year	No. of N/E Industry	$ Spent
2021-22	2	2,493.40
2020-21	1	9,995.39
2019-20	1	26,220.91
2018-19	0	0
2017	1	4,126.00

V. Quality Review Summary

A. Strengths

The ITC has nurtured a strong partnership with local industries and serves as the "training department" of several of those industries. Participation with a number of key partner organizations, including the Economic Development Team, Onslow County Schools Career and Technical Education, NCWorks, Jacksonville·Onslow Chamber of Commerce, Workforce Advisory Committee, and JOED, together with one-on-one meetings with industry representatives at their business locations, enables the ITC staff to interact with and respond to the needs of existing and new or expanding industries.

B. Weaknesses

Because new industry needs vary dramatically, many accommodations are necessary to the existing classroom space in order to provide the appropriate support. In addition to this, during a high-demand project, several instructors may be needed; however, a part-time status often causes turnover in the middle of the training. Businesses need to be made more aware of the comprehensive services available through the College. Current funding of the CTP does not include funds for equipment purchases. These purchases further drain institutional resources.

C. Progress and Response to Objectives Set and Printed in 2020-21 DTA

1. Initiate industry tours on a bi-annual basis for students enrolled in Industrial and Applied Technology programs at Coastal. **COMPLETE AND ONGOING**
2. Increase the exposure to the community about Manufacturing Awareness Week by highlighting specific industrial companies, with the help of the Public Information Office. **CONTINUE**
3. In collaboration with the Economic Development Team, nominate companies for the Advanced Manufacturing Awareness Awards Program. **COMPLETE AND ONGOING**
4. Initiate a training project with boat builder Water Line Systems. **DELETED**
5. Initiate training opportunities with Blue Water Candy fishing lures and Atlantic Seafood Distributor. **CONTINUE**
6. Continue to promote Manufacturing Awareness Week and include government leadership in the celebration. **COMPLETE AND ONGOING**
7. Complete the current training project with Stanadyne. **COMPLETE**
8. Build upon the training completed at Onslow Bay Boats, J&J Snack Foods, and Cherokee Nation by proposing full 3-year training plans. **CONTINUE**
9. Collaborate with industries to send 2-3 employees to on-line soft skills training. **CONTINUE**

D. Summary of Improvements and/or Budget Decisions Based on Analysis

1. Continue working closely with JOED to ensure new industries are well informed of the direct support they will receive should they decide to relocate to Onslow County.
2. Networking between industries is beginning to show growth and may lead to a quarterly meeting and has started conversations about more industrial business involvement with the Chamber and the College.

E. Program Objectives/Action for the Next 1 to 2 Years

1. Increase the exposure to the community about Manufacturing Awareness Week by highlighting specific industrial companies, with the help of the Public Information Office.
2. Initiate training opportunities with Blue Water Candy fishing lures and Atlantic Seafood Distributor.
3. Build upon the training completed at Onslow Bay Boatworks, J&J Snack Foods, and Cherokee Nation by proposing full 3-year training plans.
4. Collaborate with industries to send 2-3 employees to on-line soft skills training.
5. Initiate contact with UPS once they break ground on their new location in Camp Davis Industrial Park.
6. Move forward with Cherokee Nation's potential project focusing on process improvement.

7. Continue meeting with J&J Snack Foods new management team to determine the need for a training project in the near future.
8. Move from the short-term training provided for Atlantic Seafood to an 18-24-month training program that will assist production efficiency in their new location at Camp Davis.

F. Program/Outcomes

98% 1. 90% of course participants will rate services as very good or excellent.

100% 2. 100% of employers will express satisfaction with customized training programs.

COLLEGE AND CAREER READINESS

I. Description

The College and Career Readiness (CCR) program is designed to prepare students for success in college, vocational training, at work, and in the community. To achieve this purpose, instruction falls into three primary areas that the National Reporting System (NRS) defines into various educational functioning levels. College and Career Readiness provides:

A. Adult Basic Education (ABE): ABE is a program of instruction designed for adults functioning at NRS levels 1-4 in one or more of the following areas: reading, writing/language, or math. Based on placement results from an approved standardized assessment, students are classified into one of four ABE levels in each appropriate category.

B. Adult Secondary Education (ASE): ASE is a program of instruction designed for adults functioning at NRS levels 5 and 6 who need to further their education toward the transition to postsecondary education or employment. Adult Secondary Education includes the Adult High School (AHS) Diploma Program and the High School Equivalency (HSE) Diploma Program. The AHS Program is based on prior credit completion from previous work in high school; it is designed as an individualized program of instruction for each student. The HSE Program is a classroom or individualized program of instruction, which assists students with their preparation for a HSE exam.

C. English Language Acquisition (ELA): ELA is a program of instruction designed to help adult English language learners achieve proficiency in reading, writing, listening, and speaking skills. Based on placement results from an approved standardized assessment, students are classified into one of six ELA-specific NRS levels. Students receive instruction that is appropriate for their specific levels of English proficiency.

II. Analysis of Desktop Audit Summary Data (Source: Literacy Education Information System, Core Indicators of Performance 2021-22).

A. Enrollment: The annual unduplicated enrollment for 2021-22 was 874 students.

B. Graduation of Students: During the July 1, 2021 – June 30, 2022 academic year, 20 students earned their High School Equivalency Diploma and 6 students received their Adult High School Diploma.

C. Measurable Skill Gain (MSG) Level of Performance

Office of Career, Technical, and Adult Education (OCTAE) negotiated adjusted levels of performance with the states for one indicator for the Adult Education and Family Literacy Act (AEFLA) program – the measurable skill gain (MSG) indicator. For the AEFLA program, states are required to propose in their first plan submission expected levels of performance for only the measurable skill gain indicator established by section 116(b)(2)(A)(i)(V). For program year 2021-2022, NC AEFLA negotiated levels of performance were an overall MSG of 43.6%. Coastal's MSG rate obtained was 59.5%, which exceeded the state goal. Percentages reported below reflect the 773 students who obtained 12 hours or more of instruction.

Measurable Skill Gain (MSG) Rate by Educational Functioning Level (EFL) 2021-22
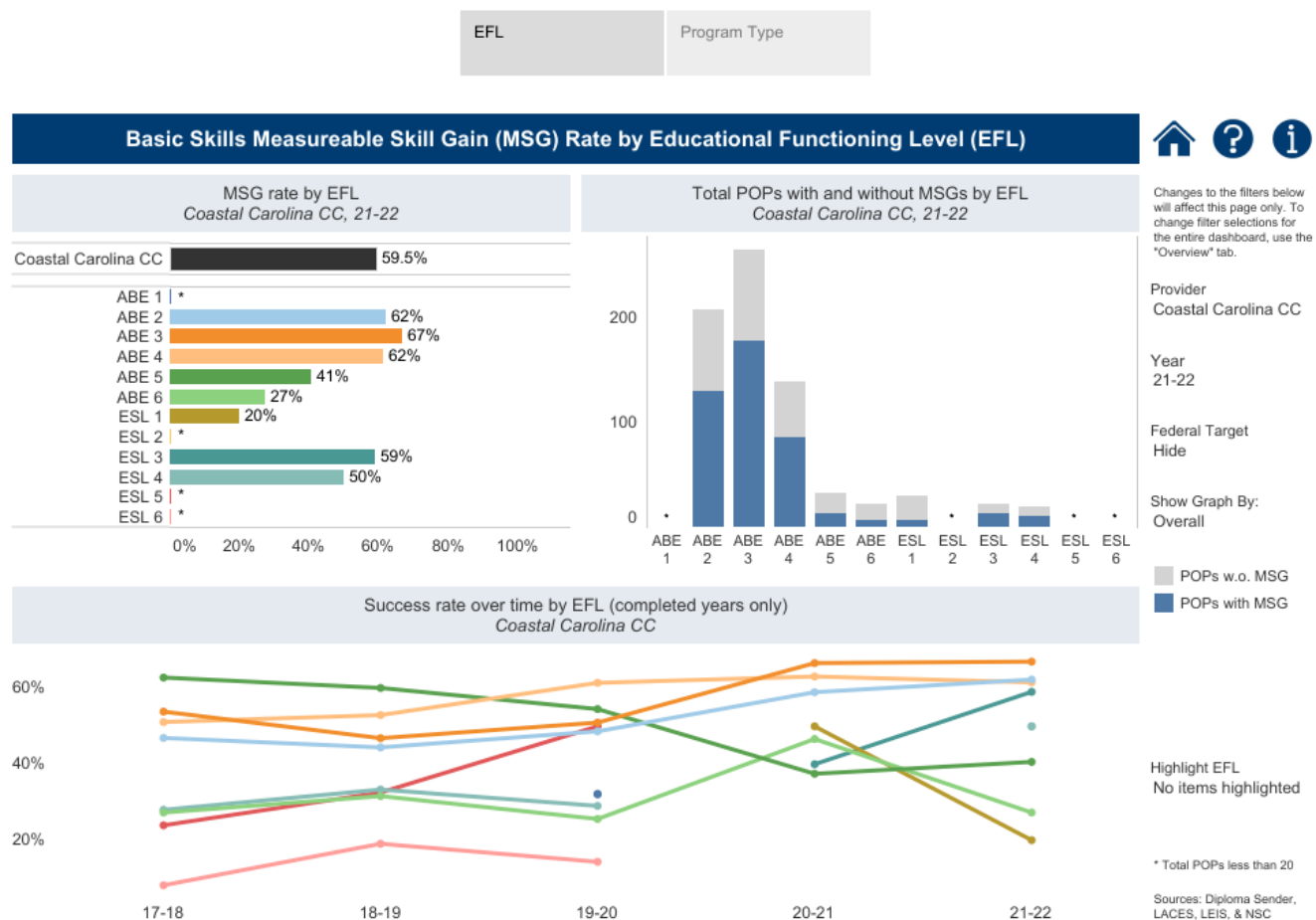
Total Periods of Participation (POPs): 783

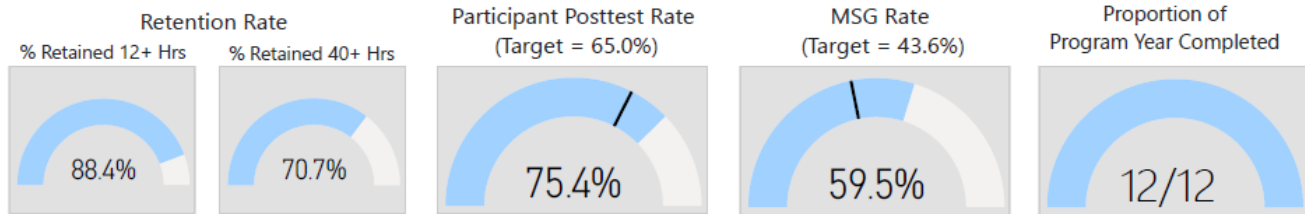*Information provided by the North Carolina Community College System dashboards.*
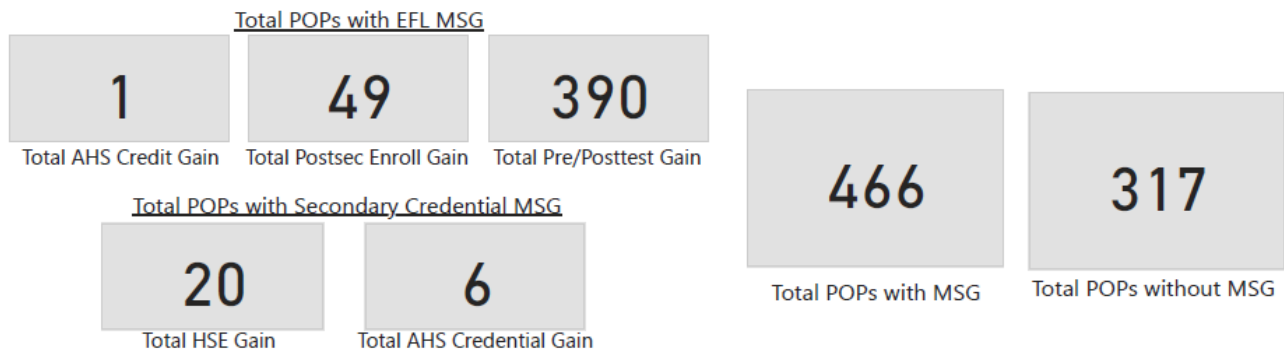
Basic Skills Overview 2021-22

Students and Participation

874	101	773	783
Total Students Served	Total Reportables (<12 Hrs)	Total Participants (12+ Hrs)	Total POPs

Performance

Retention Rate

% Retained 12+ Hrs   % Retained 40+ Hrs

88.4%   70.7%

Participant Posttest Rate
(Target = 65.0%)

75.4%

MSG Rate
(Target = 43.6%)

59.5%

Proportion of Program Year Completed

12/12

Measurable Skill Gains (MSGs)

Total POPs with EFL MSG

1	49	390
Total AHS Credit Gain	Total Postsec Enroll Gain	Total Pre/Posttest Gain

Total POPs with Secondary Credential MSG

20	6
Total HSE Gain	Total AHS Credential Gain

466	317
Total POPs with MSG	Total POPs without MSG

Information provided by the North Carolina Community College System Power BI.

Measurable Skill Gain (MSG) Rate by Program Type 2021-22
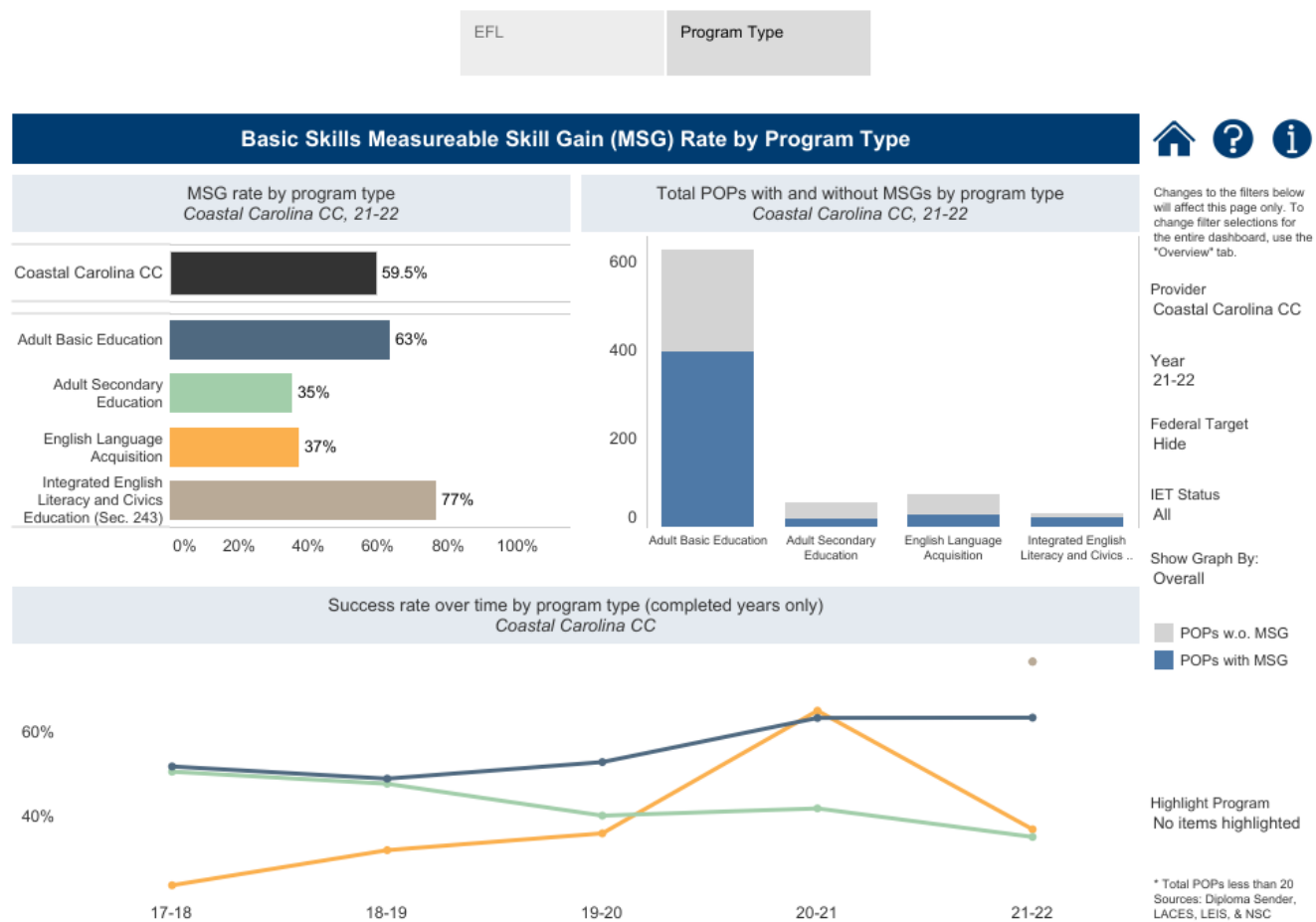
Information provided by the North Carolina Community College System dashboards.

1. Receipt of a Secondary School Diploma or its Recognized Equivalent

    For the 2021-22 reporting period, 6 students received their Adult High School Diploma and 20 students received their High School Equivalency Diploma, for a total of 26 recipients of a secondary school diploma or its recognized equivalent.

D. Performance Measures

College and Career Readiness Student Progress

Academic Year	Performance Measures Year	Students	Completing Level	% Completing	Outcome
2021-22	2023	783	466	59.5%	**Met or Exceeded Excellence Level**
2020-21	2022	737	455	61.7%	**Met or Exceeded Excellence Level**
2019-20	2021	835	412	49.3%	**Met or Exceeded Excellence Level**
2018-19	2020	1,009	464	46.0%	**Above the College Average, below Excellence Level**

E. Advisory Committee

CCR is involved in the Continuing Education Advisory Committee, an organization which includes various business members in the community. CCR also participates in the Onslow Literacy Council, the Onslow Commission for Persons with Disabilities, and the Onslow County Health Equity Work Group.

F. Placement in Educational Programs

During the year, 45 enrolled CCR students also enrolled in at least one other Continuing Education course. Additionally, 36 students concurrently or subsequently enrolled in Curriculum classes.

G. Class Visitation

During the 2021–22 program year, 100% of instructors in CCR classes received at least one quality check on-site visitation and follow-up conference by a supervising coordinator.

H. Staff Development

During the 2021–22 program year, instructors in the College and Career Readiness program accumulated a combined total of 426.5 hours of professional development. This represents a 19.6% increase from the 2020–21 program year, which was still recovering from the continued impacts of the COVID-19 pandemic. During the current reporting period, most professional development took place online, with instructors engaging in webinars and online courses such as those offered through the LINCS learning resource online, which is facilitated by the NCCCS office. Two seated professional development sessions were offered as well, including an interactive training session on specific differences in adult education compared to K-12 and effective methods to engage with adult learners of varying skill levels.

III. Program Status and Plans - Next 1 to 2 Years

A. Staffing

The CCR program is staffed by three full-time professional positions: a Director, an Educational Coordinator, and an AHS/ASC Coordinator. Additionally, the College and Career Readiness staff includes a full-time support position which is currently vacant, and a Secretary who splits their time between CCR and Continuing Education. CCR also employs two full-time faculty members; in addition to their teaching load, one serves as the CCR Transitions Advisor, and the other is the CCR Military Liaison. Students who attend CCR classes and use the Academic Studies Center are served by a wide variety of part-time faculty, who provide instruction in reading, writing, math, science, social studies, and English language acquisition. All full-time and part-time administrators and instructors in CCR are required to have attained at least a bachelor's degree as a condition of employment; of the 34 instructors who taught in CCR classes during

the 2021-22 program year, 21 hold Master's degrees and two hold doctoral degrees. It is highly preferred that instructors hired for CCR have prior teaching and classroom management experience; however, this is not required, as professional development is available to assist new instructors with developing instructional strategies in these areas.

Many of the part-time instructors in this program are either current or former public school teachers – several with secondary school experience. All faculty are expected to complete a minimum of 12 hours of professional development during each program year in areas such as curriculum development, student assessment, active learning strategies, and student retention. On-site and online training are offered through the use of seminars and webinars.

Per NCCCS Statement of Assurances completed and agreed upon in the Request for Proposal, the *"applicant agrees to employ staff who hold NRS credentials."* The credential should be recognized by the National Reporting System (NRS). Instructors holding certifications in K-12, Special Education, Adult Education, and TESOL are considered as credentialed by the NRS. Instructors who do not already hold one of these certifications may earn a credential through the NCCCS. The following credentials are recognized for adult educators in North Carolina: CORE, ESOL and ASE.

The highly qualified full-time and part-time staff members in CCR embrace the team approach to provide academic guidance, quality instruction, and transition services for students.

Staffing Positions

Year	Dir.	Sec.	Tech/Para.	Coord.
2021-22	1	0.5	0	2
2020-21	1	0.5	1	3
2019-20	1	1	1	3
2018-19	1	1	1	3

2021-22 – The Technical/Paraprofessional position is vacant.

B. Facilities/Equipment

CCR classes are offered in seven classrooms in two buildings on campus and in the Country Club Annex. Additionally, off-campus locations included two military installation sites (Camp Johnson and two classrooms aboard Marine Corps Base Camp Lejeune), Sneads Ferry Public Library, Sandy Run Missionary Baptist Church, and one court system facility (Pretrial Resource Center). Laptops are available for instructors to check out to facilitate instruction at off-campus locations. Campus classrooms are equipped with internet connections, digital projectors, and document cameras. SMART Boards are located in CE 206, CE 207, and CE 200D to assist with instruction.

C. Employment Demand

The demand for secondary school completion for entry-level employment continues to increase; this supports the value of the High School Equivalency Diploma and AHS Diploma. Additionally, as jobs that require a high school diploma or less are declining, the demand for highly skilled workers is increasing. Preparing students beyond the completion of the High School Equivalency or AHS Diploma is imperative. This need can be and is met by involving students in workforce enhancement classes, skilled occupational classes, and Curriculum courses that will help transition students to workforce training and future employment.

Coastal's CCR program received the Integrated English Literacy and Civics Education (IELCE) grant for the 2021-22 program year. IELCE is geared toward English language learners who are seeking to improve their English skills in pursuit of a specific job or career path. Funding from this grant has allowed the development of Integrated Education and Training (IET) programs that assist students with acquiring job-specific vocabulary and knowledge, along with the soft skills that will serve them as they move into a future workplace setting.

D. Trends

The requirements of the Workforce Innovation and Opportunity Act (WIOA) continue the trend of college and career readiness. The paradigm shift caused by the WIOA encourages an instructional model that enables individuals to access needed education and training, transition successfully into postsecondary programs and employment, earn industry-recognized credentials, and advance along a career path with less emphasis on leveled or tiered classes.

In accordance with the NCCCS Colleges, Coastal Carolina Community College continues to provide secondary credentials in the form of the High School Equivalency Diploma. The CCR Department is permitted to administer the Educational Testing Services (ETS) HiSET exam, in addition to Pearson's GED® computer-based High School Equivalency exam.

The demands of digital skills for work and school has led to the development of digital learning courses as part of CCR programming. Throughout the 2021-22 program year, Coastal Carolina Community College's CCR program continues to be involved with NCCCS's Digital Literacy Project, which has gone through three phases. Phase 1 focused on course development, and Phases 2 and 3 focused on course implementation. The course developed by Coastal Carolina Community College's CCR team was selected for inclusion in the statewide Combined Course Library, and the team became the lead program for Phase 2 and 3 of the project. Students in Coastal's CCR programming have been provided the opportunity to take BSP 4010 and BSP 4011, courses developed to teach foundational digital skills to adult learners who need them.

IV. Data
A. Operating Cost

	Equipment		Supplies		Professional Development and Travel	
Year	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2021-22	0	0	24,168	63,016	53	2,259
2020-21	0	0	56,712	66,094	300	334
2019-20	0	0	88,677	87,650	18,295	2,230
2018-19	5,400	5,394	106,213	105,043	14,500	3,919
2017-18	0	0	45,023	47,121	1,798	3,428

2021-22 – The CCR final grant allocation is received after the initial budget request is submitted to the college budget oversight committee. Funds were not properly encumbered in the Budget Oversight Committee; however, it was available through the CCR budget.
2020-21 – Additional dollars in supplies were spent on software for online instruction.
2019-20 – The COABE conference was cancelled due to COVID-19, which greatly reduced spending towards professional development and travel.
2018-19 – Hurricane Florence occurred during this year.
2017-18 – Additional dollars in Professional Development were spent towards credentialing and System Office updates.

B. Enrollment
College and Career Readiness Unduplicated Headcount

Year	Headcount	Change	5 Year Change
2021-22	874	5.9%	(16.44%)
2020-21	825	(15.6%)	(23.18%)
2019-20	977	(13.30%)	(31.53%)
2018-19	1,127	7.74%	(49.10%)
2017-18	1,046	(2.61%)	(60.84%)

C. FTE Earned

Year	FTE	Notes
2021-22	175	Summer 21, Fall 21, Spring 22; 512 Divisor
2020-21	143	Summer 20, Fall 20, Spring 21; 512 Divisor
2019-20	187	Summer 19, Fall 19, Spring 20; 512 Divisor, System adjusted to 189
2018-19	192	Summer 18, Fall 18, Spring 19; 512 Divisor, System adjusted to 206
2017	214	Spring 17, Summer 17, Fall 17; 512 Divisor

D. Budget Funding

Year	Funded	Notes
2021-22	166	
2020-21	221	System adjusted Budget FTE due to Hurricane Florence to 221
2019-20	207	Based on 2-year average (of 2017 and 2018-2019)
2018-19	214	Based on higher year FTE produced (2017)
2017	148	Based on FTE produced in 2015

E. Student Achievement

1. Adult High School and HSE Diplomas

Year	AHS	HSE	Total
2021-22	6	20	26
2020-21	16	26	42
2019-20	10	35	45
2018-19	15	75	90
2017-18	15	63	78

2021-2022 – Saw a decline in graduates due to remnants of COVID-19, low placement testing for incoming students and robust job market with increased starting wages.
2020-21 – Saw a steep decline in graduates due to the COVID-19 pandemic.
2019-20 – Saw a decline in graduates due to COVID-19 pandemic. The Pearson VUE Testing Center was closed for two months and reopened with limited seating.
2017-18 – Fiscal Year 2017-18 saw a decrease due to state data entry requirements of HSE graduates through program year POP. In Fiscal Year 2017-18, the Agreement of Affiliation with Onslow County Schools was updated to allow students with 7 or fewer credits to graduate from the AHS program. This measure allows the Department to gain the maximum amount of MSGs per OCTAE guidelines for AHS MSG attainment.

2. College and Career Readiness Students Who Subsequently Enrolled In Curriculum Classes

Year	Total
2021-22	36
2020-21	33
2019-20	35
2018-19	51
2017-18	37

2018-19 – These numbers are a reflection of better accounting and targeted advising.
2017-18 – These numbers are a reflection of students enrolled from May 2017 to May 2018. Statewide trend of low enrollment contributed to lower numbers.

3. College and Career Readiness Students Who Enrolled in Other Extension Classes

Year	Total
2021-22	45
2020-21	27
2019-20	45
2018-19	97
2017-18	43

2021-22 – Note: 5 students participated in the IELCE Direct Care Worker IET, which is a co-enrollment program leading to employment.
2018-19 – Increase due to partnership with Continuing Education for remediation.
2017-18 – These numbers are a reflection of students enrolled from May 2017 to May 2018. Statewide trend of low enrollment contributed to lower numbers.

F. Classroom Sites (Location Breakdown)

Year	On-Campus	Off-Campus	Workplace Sites	Total
2021-22	7	5	0	12
2020-21	6	4	0	10
2019-20	5	6	0	11
2018-19	5	6	0	11
2017-18	5	6	0	11

G. Faculty/Staff Survey Results

	# Rating Service	Very Satisfied	Satisfied	Dis-Satisfied	Very Dis-Satisfied	No Opinion	# Resp
Academic Studies Center							
Faculty	73	44 (60.3%)	28 (38.4%)	1 (1.4%)	0 (0.0%)	28	101
Prof. Staff	29	13 (44.8%)	16 (55.2%)	0 (0.0%)	0 (0.0%)	26	55
Tech/Para.	8	7 (87.5%)	1 (12.5%)	0 (0.0%)	0 (0.0%)	12	20
Clerical	4	1 (25.0%)	3 (75.0%)	0 (0.0%)	0 (0.0%)	8	12
Serv Maint.	3	2 (66.7%)	1 (33.3%)	0 (0.0%)	0 (0.0%)	4	7
Total	*117*	*67 (57.3%)*	*49 (41.9%)*	*1 (0.9%)*	*0 (0.0%)*	*78*	*195*

V. Quality Review Summary

A. Strengths

Despite the ongoing setbacks posed by the COVID-19 pandemic, 59.5% of students in the CCR program at Coastal Carolina Community College earned at least one measurable skills gain (MSG) during the 2021-22 program year. This percentage exceeded the excellence level for CCR programs in the state of North Carolina. CCR program staff worked together closely in order to ensure that students were quickly and efficiently identified for post-testing when it was time for them to do so based on their readiness and their instructional hours in the program.

Along with the general improvements that were observed, the CCR program specifically experienced an increase in MSGs for students in English Language Acquisition classes. This was due to using the TABE CLAS-E assessment for English language learners, which provided a more accurate gauge of student skills and growth than the previously-used CASAS test – which only assessed students in reading skills – due to the addition of speaking, writing, and listening skills being assessed.

Other initiatives and improvements to increase student retention and success included:

- CCR is staffed with two full-time faculty members. Both instructors are available to teach a wide variety of classes across the program; in addition, both instructors serve vital roles in the program outside of their teaching responsibilities. One serves as the CCR Transitions Advisor; the other is the CCR Military Liaison.
- Structured, intentional, and consistent efforts were made in contacting, advising, and tracking students with attendance concerns although we were limited with time constraints by having a part-time advisor instead of a full-time advisor with additional hours and availability.
- The CCR program began to offer BSP 4011 Computer Applications/Transition Digital Skills to help students who expressed a need to learn basic word processing, spreadsheets, and presentation applications. BSP 4011 was developed and implemented as part of a more expansive Digital Literacy Project associated with NCCCS.
- Learning Upgrade and Northstar Digital Literacy were added to the online learning platforms used in CCR. Along with their role in CCR's digital literacy programming, Learning Upgrade also has content related to foundational math and English skills and HSE preparation.
- CCR staff continue to expand targeted training with the Professional Development Committee. The work of the Committee plans and implements on-campus professional learning opportunities for instructors in the CCR program and, over the long term, to develop systems such as an onboarding program to introduce new instructors to CCR.
- IET (Integrated Education and Training) and IELCE programs began in Fall 22 to offer ELA students faster access to employment. IET: Direct Care Worker, English for Business, and English for Work all launched this year with 33 students participating.
- Designed and began offering GED bootcamp classes which offer a fast track to GED completion for students placing into CCR at a higher educational NRS level.

B. Weaknesses

While the addition of full-time faculty has been a great asset to the CCR program, it remains challenging to ensure that the overall instructor pool has the consistency and the skills needed in order to fully serve the

population of adult learners in CCR. The CCR staff continues to seek ways to ensure that instructors gain and grow the skills they need, especially through professional development opportunities.

The residual impacts of COVID-19 and the economic slowdown caused by a 40-year high inflation rate continued to pose challenges to student recruitment and enrollment. Students continued to face COVID-related concerns, including fear sparked by the periodic emergence of new variants of the virus. Inflationary impacts forced some students to increase working hours to meet personal financial demands, decreasing hours available to attend class. Fewer students enrolling in classes reinforced the need for dedicated recruiting efforts led to an adjustment of course offerings and times to meet the new student availability.

C. Progress and Response to Objectives Set and Printed in 2020-21 DTA
1. Create additional career pathways to increase enrollment in Basic Skills Plus and IELCE. Collaborate with WIOA for further support of students in all CCR classes. **COMPLETE AND ONGOING** – Two career pathways were created for students through the IELCE program in 2021-2022. Add two additional career pathways in 2022-2023.
2. Decrease the number of reportable students and increase the number of participants in ABE levels 4-6 as well as all ELA levels by decreasing the number of POPs. **COMPLETE**
3. Obtain additional classroom space in the community. **CONTINUE**
4. Identify strategies to focus on transition to secondary education or certification programs. **CONTINUE**
5. Increase engagement with our community's military population by identifying academic needs and serving those students who need to develop their skills. **CONTINUE** – online MASP and ASVAB prep
6. Work with HRD, Student Success Coaches, and the Career Center to help students with employability skills. **COMPLETE AND ONGOING**
7. Move CCR classes from contact hours to membership to increase program FTE. **COMPLETE AND ONGOING**
8. Create options for students to enter program between periods of managed enrollment classes utilizing Academic Studies Center tutors. **COMPLETE AND ONGOING**
9. Create Integrated Education and Training courses for ABE and ELA students. **COMPLETE AND ONGOING**
10. Collaborate with PIO to increase a marketing campaign focused on CCR. **CONTINUE AS REVISED** – Marketing materials created by PIO for ELA classes for spring and summer courses; will continue.
11. Implement strategies to ensure more students are earning HSE and AHS diplomas. **CONTINUE AS REVISED**

D. Summary of Improvements and/or Budget Decisions Based On Analysis
1. Increased membership class offerings to boost overall CCR budget.
2. Managed enrollment classes aided student retention and successful program movement.
3. Class options for students held in the Academic Studies Center provides continuous entry points for academic instruction between classes.
4. Laptops were purchased to increase digital learning in the classroom and facilitate off campus digital literacy classes.
5. Webcams were purchased for staff computers to allow for participation in online professional development and meetings.
6. Full-time staff attended national and state conferences, including COABE, Career Credit Leadership Institute, NCCAEA, Performance Partnership Summit, and IIPS.

E. Program Objectives/Action for the Next 1 to 2 Years
1. Obtain additional classroom space in the community.
2. Identify strategies to focus on transition to secondary education or certification programs.
3. Increase engagement with our community's military population by identifying academic needs and serving those students who need to develop their skills.
4. Collaborate with PIO to create advertisements that communicate CCR opportunities on online streaming devices.
5. Increase enrollment and graduates by continuously offering GED Bootcamp classes.
6. Analyze data reporting procedures and collaborate with IT to determine potentiality of transitioning paper documentation to a more automated/electronic process.
7. Implement Advansys as the standard student management database to replace WebAdvisor attendance and Colleague student management systems.
8. Increase the enrollment of IET participants by 40%.
9. Increase the enrollment of IELCE participants by 30%.

F. Program/Student Outcomes

1. Student outcomes from Literacy Education Information System (LEIS) are reflected in II.B and II.C documenting specific goal achievement of the students, based on the Core Indicators of Performance 2021-22 Report.

2. The National Reporting System requires CCR programs to post-assess 65% of students who receive 12 or more hours of instruction. Coastal's CCR program served 773 participants in 2021-22 and post-assessed 75.4% of these students. *This percentage excludes ABE level 6 students.*

3. 2021-22 College and Career Readiness student progress is determined by the percentage of POPs in which a student gains an MSG. Completion of an EFL gain is only one means of making an MSG.

4. Based on the annual Faculty and Staff Support Services Survey, 99.1% of faculty and staff indicate being very satisfied or satisfied with the Academic Studies Center.

HUMAN SERVICES

I. Description

Human Services administers a variety of programs that serve students as well as the public. The programs offered during 2021-2022 are detailed below.

A. Child Care Services
The Child Care Services Program provides financial assistance for child care expenses for eligible students through contracts with area child care providers.

B. Workforce Innovation and Opportunity Act (WIOA)
WIOA provides financial assistance for education, training, and employment-related expenses for eligible participants.

C. Human Resources Development
The Human Resources Development (HRD) program offers training to assist unemployed or underemployed individuals in gaining the necessary skills for successful employment.

D. Other Financial Assistance/Scholarships
Other financial assistance/scholarships offered and managed for Continuing Education students include Governor's Emergency Education Relief (GEER) Scholarship, Short-Term Workforce Development (STWD) Grant, State Employees' Credit Union (SECU) Bridge to Career Program, and Golden LEAF Community College Scholars Program.

II. Analysis of Desktop Audit Summary Data

All of the programs within Human Services are intended to prepare individuals for employment and are designed to meet varying needs and skills. The Human Services programs work very closely together to help ensure participant success.

Funding requirements may continually change, but staff ensure that prospective students are informed of all available options and program offerings. Staff members direct individuals through the maze of requirements for all appropriate funding streams.

III. Program Status and Plans for the Next 1 to 2 Years

A. Staffing
Staff covering the Human Services office is less than 20% College-funded, using State funds.
The Human Services Coordinator position is funded by 80% State funds and 20% Perkins Grant funds.
The WIOA Secretary position, part-time Human Services Secretary position, and all other advisor positions are 100% funded by WIOA.   Advisors spend most of their time at the NCWorks office. Serving potential students is challenging with the staff in two locations.

B. Facilities/Equipment
Classrooms: Classroom space is sufficient at this time.
Office Space: Office space is sufficient at this time.
Equipment: Equipment and computers are sufficient at this time.

IV.   Data

A.   Child Care Services Program

# Students	2021-22	2020-21	2019-20	2018-19	2017-18
Served	5	8	15	17	25
Completers	3	3	12	7	8
Continuing	2	3	3	10	11
Dropouts	0	2	0	0	6
Graduating/Cont.	100%	75%	100%	100%	76%
Funding	$56,027	$35,000	$34,131	$34,331	$34,598

2020-2021 – COVID-19 affected the number of children that daycare centers could take. They were often dealing with quarantines and closures. This made it difficult for consistency for students.
2018-2019 – With Hurricane Florence coming at the start of the fall semester, many students who were adversely affected by the hurricane left prior to the start of the child care programs. Those who remained were determined to complete the year, reducing the number of dropouts for 2018-2019.
2017-2018 – Students dropped out for different reasons that were not child care cost related. The program was able to serve slightly more students with less funding by replacing students who withdrew with other candidates and by leveraging WIOA funds.

B.   WIOA/Adult

# Students	2021-22	2020-21	2019-20	2018-19	2017-18
Served	82	145	85	91	99
Employed	33	55	38	54	38
Exits from Program	43	74	46	59	44
Positive Exits	77%	74%	83%	92%	95%
Funding	$246,586	$299,906	$431,629	$312,803	$325,490

2021-2022 – The Adult program continues to be our largest caseload. The decrease in numbers served shown here is due to no longer having the Military Employment Enhancement Initiative.
2020-2021 – The Adult program has still had increase in participants despite labor market and COVID-19. Primarily due to the availability of the Military Employment Enhancement Initiative.
2019-2020 – The WIOA Adult program received additional 25% funding across the region at the beginning of the year. Fewer students were served due to COVID-19 and NCWorks Career Center not reopening until September 2019 from Hurricane Florence.
2018-2019 – The WIOA Adult program received less funding in 2018-2019, but continued to serve a large number of students. The number of students employed increased by approximately 30%, even though the positive exit percentage decreased.
2017-2018 – With the additional funding for the entire year, enrollments grew. The employment rate remains high. Currently the average wage rate is $15.22 per hour.

WIOA/Dislocated Worker (DW)

# Students	2021-22	2020-21	2019-20	2018-19	2017-18
Served	43	44	32	51	47
Employed	21	20	12	18	19
Exits from Program	27	25	12	27	20
Positive Exits	78%	80%	100%	67%	95%
Funding	$229,988	$229,988	$121,875	$150,000	$185,682

2021-2022 – We are the only provider in the 9 county ECWDB region that continues to provide services for the Dislocated Worker population.
2020-2021 – The DW program has still had increase in participants despite labor market and COVID-19.
2019-2020 – The WIOA DW program received additional 25% funding across the region at the beginning of the year. Fewer students were served due to COVID-19 and NCWorks Career Center not reopening until September 2019 from Hurricane Florence.
2018-2019 – The funding for the WIOA DW program continues to decrease.   With unemployment statistics going down, the funding levels also decrease.   Many of the DW participants are long-term unemployed and the employment percentage reflects the difficulties in finding employment for this population.
2017-2018 – Enrollments in the DW program have been decreasing throughout the Eastern Carolina Workforce Development Area. Two reasons may be the decreased number of long-term unemployed and fewer business closings than in previous years.

WIOA/Out-of-School Youth

# Students	2021-22	2020-21	2019-20	2018-19	2017-18
Served	37	29	26	28	39
Employed	19	9	15	18	11
Exits from Program	27	15	17	23	12
Positive Exits	70%	60%	88%	87%	92%
Funding	$216,245	$206,245	$206,245	$164,996	$144,996

2021-2022 – We continue to increase the number of Out-of-School youth served in our area.
2020-2021 – Despite COVID-19, the participation numbers are stable; however, current employment market has made it difficult to find youth who need WIOA services and keep them engaged in training. This points to fewer positive exits.
2019-2020 – The WIOA Out-of-School Youth program received additional 25% funding across the region at the beginning of the year. Fewer students were served due to COVID-19 and NCWorks Career Center not reopening until September 2019 from Hurricane Florence.
2018-2019 – Increased exits and lower participant numbers indicate the closure of carryover cases in the program. Our positive exits percentage continues to remain much higher than the expected percentages for this population.
2017-2018 – The Out-of-School Youth program continues to grow and the program is maintaining very high positive exits.

C. Human Resources Development

	2022	2021	2020	2019	2018	2017
Students Served	123	0	336	395	863	851
FTE	.77	0	6.3	8.39	15.48	15.18
Number of Classes	4	0	40	49	48	53
Other Skills Training	34	0	169	190	256	371

2021-2022 – We continue to re-establish HRD classes and services since COVID-19 shutdowns. The Employability Lab is up and running on a consistent basis.
2020-2021 – (May 16, 2020-May 15, 2021) - Due to COVID-19, we did not run HRD classes. The Employability Lab and Direct Care Worker classes were able to resume at the end of 2021. These numbers are expected to increase in 2022.
2019-2020 – HRD was not able to run classes from mid-March till the end of the year due to COVID-19.
2018-2019 – Hurricane Florence had a significant impact on HRD classes. The Employability Lab offered at NCWorks Career Center did not run after the hurricane since the Career Center was damaged and closed. In addition, other classes took several months to return to pre-hurricane levels.
2017-2018 – All indicators for this year were very similar to last year. Significantly, fewer students enrolled in other skills training. We will include more marketing of skills training classes in both our HRD classes and program marketing to try to improve this trend.

D. Other Financial Assistance/Scholarships

	2021-22	2020-21
Students Served	429	54
Funding GEER	$251,051	$17,900
Funding SECU	$18,000	$18,000
Funding Golden Leaf	$7,989	$4,775
Funding STWD	$59,588	0

2021-2022 – We served 305 students through GEER, 23 through SECU, 22 through Golden LEAF, and 79 through STWD.
2020-2021 – Total GEER funds spent in PY 20-21 is $17,900.00. The remaining GEER funds available in PY 21-22 is $233,151.00.

V. Quality Review Summary

A. Strengths

The greatest strength of Human Services is the strong and knowledgeable staff providing comprehensive assistance to the public. Our cross-trained team approach maximizes the ability to coordinate and combine various funding streams to serve students.

B. Weaknesses

All funding sources, with the exception of the State-supported HRD funds, are "soft" money and dependent on the individual grant's requirements. This makes long-term planning and growth difficult.

We must rely on other organizations such as NCWorks. This year, due to continued COVID-19-related challenges, there were significant limitations due to NCWorks not being fully open and accessible to individuals and participants.

C. Progress and Response to Objectives Set and Printed in 2020-21 DTA

1. Review and update HRD class offerings and curriculum. **COMPLETE AND ONGOING**
2. Expand marketing of other skills training classes in the HRD classes and program outreach. **COMPLETE AND ONGOING** – combined with objective #5
3. Increase the marketing of the available funds and program outreach to include, specific departments on campus, customers at the NCWorks Career Center, and in the local community. **COMPLETE AND ONGOING**
4. Reconvene evening HRD Employment Success classes as well as daytime classes and off-campus classes to be held at Tarawa Terrace for Transitioning Military Service Members. **CONTINUE AS REVISED**
5. Work with College and Career Readiness and ESL programs on campus to help them develop Integrated Education and Training plans (IETs) by providing HRD classes specific to IET pathways. **CONTINUE**
6. Hire a part-time outreach specialist to help with marketing and outreach of WIOA grant program. This position will help to enhance the current NCWorks Career Center community impact by introducing services to customers and implementing strategies as identified in the ECWDB community outreach plan. This plan entails building partnerships and connections, engaging the local community, and promoting services and programs, thereby presenting a clear and consistent message to job seekers, employers, and young adults. This position will be paid for with WIOA Grant funds. **CONTINUE AS REVISED**
7. Investigate strategies to provide off-campus work experience for Out-of-School Youth participants. **CONTINUE**

D. Summary of Improvements and/or Budget Decisions Based On Analysis
1. Expanded marketing and increased the number of HRD classes offered.
2. The program was awarded the WIOA Adult and Dislocated Worker Grant for 2022-2023.
3. The program was re-awarded the WIOA Out-of-School Youth Grant for 2022-2023.
4. The department was awarded GEER funding, STWD funding, SECU, Golden LEAF, and State Childcare Grant funds for 2022-2023.

E. Program Objectives/Action for the Next 1 to 2 Years
1. Increase the offerings of HRD Employment Success classes on campus, as well as off-campus classes to be held at Tarawa Terrace for Transitioning Military Service Members.
2. Work with College and Career Readiness and ESL programs on campus to help them develop Integrated Education and Training plans (IETs) by providing HRD classes specific to IET pathways.
3. Analyze the possibility of hiring a full-time outreach specialist to help with marketing and outreach of WIOA grant program. This position will help to enhance available seminars at the NCWorks Career Center.
4. Investigate strategies to provide off-campus work experience for Out-of-School Youth participants.
5. Investigate re-assigning the administration of the State Child Care Grant to a department more connected to curriculum students.

F. Program/Student Outcomes
1. Special population of students will be provided support services to ensure success.

100%   a. 90% of students entering WIOA programs will undergo assessment.

80%   b. 80% of students receiving assistance for Curriculum training will be trained through completion of their goals.

Review of Administrative and Academic Support Services

2021-22 Desktop Audit

ADMINISTRATION

I. Description

The Administration provides leadership and structure by bringing together the various resources, allocating resources effectively to accomplish institutional goals, and enabling faculty and staff to provide high quality instruction and educational support services.

II. Organization and Administration

The Full-Time and Part-Time Faculty & Staff Handbooks provide the following information and are available online to all full-time and permanent part-time employees.
1. Organizational structure - The organizational charts are updated as needed to reflect current organization.
2. Administrative policies and procedures - There are job descriptions for each full-time position.
3. Evaluation procedures for employees - All Administrators were evaluated in Spring 2022 and the President was evaluated in March 2022.

III. Communication Channels for the Implementation of Policy

Institutional policies are reviewed, communicated, and implemented by appropriate authority. Discussions and dissemination of information occurs during regular meetings of Vice Presidents, Faculty Assembly, Directors, and Division Chairs.

IV. Governing Board

The College Board of Trustees is the governing board responsible for policy making.
1. Trustee meetings are scheduled approximately every other month. Minutes are on file in the President's office.
2. The President and the Comptroller brief the Finance Committee concerning financial matters prior to regularly scheduled Board meetings. Minutes are on file.
3. The President and the Vice President for Administrative Support Services brief the Building Committee prior to Board meetings. Minutes are on file.
4. The Board of Trustees identified an instrument for self-evaluation and completed the first evaluation in June 2019. This evaluation is completed and discussed each year in compliance with SACS criteria.

V. Official Policies

Official policies are published in the following documents as appropriate.
1. Faculty & Staff Handbooks
2. Student Handbook
3. College Catalog
During Fall 2021, the Faculty & Staff Handbooks were reviewed by the Vice Presidents. In 2022, changes were recommended to the President, submitted for Board review, and revisions were distributed as appropriate.

VI. Advisory Committees

Advisory Committees are established for each occupational curriculum as appropriate. These Advisory Committees are active, and their role and function are clearly described. Minutes are on file with the appropriate Division Chair and are reflected within the Desktop Audit programs section.

VII. Personnel/Compliance Office
1. All personnel files are adequately maintained.
2. Orientation sessions are held for all new full-time and permanent part-time employees.
3. All benefit information is disseminated from the Office of Personnel Services and Workplace Safety.
4. Workers' Compensation claims are processed and appropriately monitored.
5. All required OSHA workshops are held, and documentation is on file.
6. The Office of Personnel Services and Workplace Safety handles advertising for all employee vacancies.
7. The Office of Personnel Services and Workplace Safety assists the Vice President for Administrative Support Services' office with compliance issues.

Faculty/Staff Survey Results

	# Rating Service	Very Satisfied	Satisfied	Dis-satisfied	Very Dis-satisfied	No Opinion	# Resp
Administration							
Faculty	95	35 (36.8%)	35 (36.8%)	12 (12.6%)	13 (13.7%)	4	99
Prof. Staff	52	18 (34.6%)	25 (48.1%)	7 (13.5%)	2 (3.8%)	2	54
Tech/Para.	17	8 (47.1%)	6 (35.3%)	3 (17.6%)	0 (0.0%)	3	20
Clerical	11	2 (18.2%)	7 (63.6%)	2 (18.2%)	0 (0.0%)	0	11
Serv/Maint.	4	2 (50.0%)	1 (25.0%)	1 (25.0%)	0 (0.0%)	3	7
Total	**179**	**65 (36.3%)**	**74 (41.3%)**	**25 (14.0%)**	**15 (8.4%)**	**12**	**191**
Human Resources / Personnel							
Faculty	93	58 (62.4%)	31 (33.3%)	2 (2.2%)	2 (2.2%)	9	102
Prof. Staff	53	27 (50.9%)	22 (41.5%)	2 (3.8%)	2 (3.8%)	2	55
Tech/Para.	18	11 (61.1%)	6 (33.3%)	1 (5.6%)	0 (0.0%)	2	20
Clerical	10	4 (40.0%)	6 (60.0%)	0 (0.0%)	0 (0.0%)	1	11
Serv/Maint.	7	3 (42.9%)	4 (57.1%)	0 (0.0%)	0 (0.0%)	0	7
Total	**181**	**103 (56.9%)**	**69 (38.1%)**	**5 (2.8%)**	**4 (2.2%)**	**14**	**195**

VIII. Quality Review Summary

A. **Strengths:** The themes of the institution have strategically positioned the College for the future. The mechanisms have been identified and supported for ensuring greater student success. Coastal continues to meet and/or exceed the state Performance Measures. The Administration has organized the budgeting and program and service review processes in order to gain broad-based input. The Administration has developed a team approach among the Vice Presidents, which has enhanced the student success initiatives of the institution.

B. **Weaknesses:** More time and attention should be allocated to the identification of new programs for both Curriculum and Continuing Education. A lack of available funding for capital needs to support new and existing programs continues to be a significant challenge for the future. Enrollment decreases continue to present a challenge for the future. New strategies focusing on retention need to be implemented throughout the campus.

C. <u>Administration</u>
   Progress and Response to Objectives Set and Printed in 2020-21 DTA
   1. Collaborate with representatives from Onslow County Schools concerning programming with the Eastern North Carolina Regional Skills Center and a CTE focused Early College. **DELETED** – Conversations continued with Onslow County Schools, however, representatives of OCS showed limited interest in proceeding with a partnership concerning the Skills Center.
   2. Evaluate and enhance (as appropriate) the partnerships with UNCW, ECU, and NC State. **COMPLETE AND ONGOING**
   3. Implement identified student support to enhance student success as students return to campus. **COMPLETE AND ONGOING**
   4. Collaborate with the architect concerning the first floor services for the Learning Commons once the approval is provided by the County. **CONTINUE AS REVISED**
   5. Determine appropriate programming and collaboration to fully support the city and county training needs at the Georgetown Training Ground. **CONTINUE**
   6. Identify the distribution of the Institutional Portion of the Higher Education Emergency Relief Funds. **CONTINUE AS REVISED**
   7. Upgrade the Nursing programs simulation lab to ensure adequate space and provide latest technology. **CONTINUE AS REVISED**
   8. Revisit the Marketing Campaign to determine additional resources to regrow enrollment. **CONTINUE**

Summary of Improvements and/or Budget Decisions Based On Analysis
1. Modifications were made in the current use of the Learning Commons area in order to provide increased student and academic support to enhance student success.
2. The College enhanced the partnership with NC State through the signing of the NC3 memorandum to enhance support for active duty military and military connected students.
3. Multiple meetings were held with county representatives to ensure their support of the renovation of the first floor of the Learning Commons would proceed as planned.
4. Meetings were held with the Georgetown Training Ground Committee to obtain input and collaborate on future programming.
5. The Institutional portion of the Higher Education Emergency Relief Funds was designated to enhance equipment and technology needs to include campus technology refresh, a nursing simulation lab, a dental simulation lab, a laparoscopic simulation for Surgical Technology, and a mobile welding lab, as well as numerous upgrades for the Industrial Trades program.
6. A larger space was identified for the nursing simulation lab and renovations of the space were initiated during the 2021-22 academic year.
7. Funding was approved in the Budget Oversight Committee to provide additional outreach staff for the public schools and year round navigators to support student orientation.

Administrative Program Objectives/Action for the Next 1 to 2 Years
1. Collaborate with the architect and proceed with necessary steps for the first floor Learning Commons renovation.
2. Determine appropriate programming and collaboration to fully support the city and county training needs at the Georgetown Training Ground.
3. Complete the distribution of the Institutional portion of the Higher Education Emergency Relief Funds and submit final reports.
4. Finish all renovations and procurement of equipment and supplies to support the upgrade of the nursing simulation lab.
5. Revisit the Marketing Campaign to determine additional resources to regrow enrollment.
6. Plan for the reorganization of the senior administrative staff.
7. In response to the reduced enrollment trend and potential budget reductions, plan for reduced spending including the potential implementation of a reduction in force.
8. Plan for the acquisition of additional property to meet the training needs of the institution.
9. Prepare for the submission of the Fifth Year Report to the Southern Association of Colleges and Schools Commission on Colleges.
10. Post to the website the Major Specific Pathways as completed by the Faculty Assembly Recruitment and Retention Committee upon completion.

Program Outcomes

100% 1. 100% of the College's financial audits conducted by the North Carolina Office of the State Auditor will be in compliance with no significant deficiencies.

100% 2. 100% of the College's program audits conducted by the North Carolina Community College System will be in compliance with no audit exceptions.
There were no audit exceptions. There was one finding in Curriculum and two in Continuing Education.

100% 3. 100% of data reported on the North Carolina Community College Annual Reporting Plan will be reported accurately and within published deadlines.

Met 4. Six of the seven performance funding measures will be met.

Met 5. At least 80% of the annual state budget current operating budget allocation will be expended to support quality instructional programs and educational support services. *IPEDS Financial Report*

Met 6. At least 90% of full-time faculty are provided with professional development opportunities.

D. Office of Personnel Services and Workplace Safety
The purpose of the Office of Personnel Services and Workplace Safety is to coordinate the human resource functions including employee recruitment and hiring, personnel file maintenance, state personnel reporting, salary, benefits and insurance, retirement administration, employee relations, and employee evaluation in order to support the overall mission of the College.

Progress and Response to Objectives Set and Printed in 2020-21 DTA
1. Revisit the possibility of a new Safety Director position when budgetary funding allows. **CONTINUE**

2. Continue to encourage employees in all areas to transition to utilizing electronic options for pay advices, address changes, etc. and continue to encourage departments historically underutilizing technology (i.e., custodians, maintenance, etc.) to avail themselves of general use computers and computer labs. **CONTINUE**
3. Utilize the KnowBe4 or similar platform to provide supplemental training, such as viewing electronic pay advices or consenting to receive W2s electronically, as needed. **COMPLETE AND ONGOING**
4. Work with the Safety Response Team to develop and provide safety-related videos for the College website or other social media platforms. **COMPLETE AND ONGOING**
5. Transition the required annual benefits presentation from DVD to an electronic platform. **COMPLETE**
6. Encourage custodians to utilize general use computers and computer labs due to moderate employee turnover in the custodial department. **CONTINUE**
7. Where allowed by available funding and authorized by the Administration, use additional advertising resources to increase the number of applications received for hard to fill positions. **CONTINUE**
8. Present the Administration with options for adding additional employee benefits subject to available funding. **CONTINUE**
9. With the increase in off- and on-boarding employees, analyze office functions and work flow to determine the need for additional staffing. **CONTINUE**

Summary of Improvements and/or Budget Decisions Based On Analysis
1. The recommendation for a Safety Director was deferred.
2. The recommendation for a part-time position was deferred.

Personnel Program Objectives/Action for the Next 1 to 2 Years
1. Revisit the possibility of a new Safety Director position when budgetary funding allows.
2. Continue to encourage employees in all areas to transition to utilizing electronic options for pay advices, address changes, etc. and continue to encourage departments historically underutilizing technology (i.e., custodians, maintenance, etc.) to avail themselves of general use computers and computer labs.
3. Encourage custodians to utilize general use computers and computer labs due to moderate employee turnover in the custodial department.
4. Where allowed by available funding and authorized by the Administration, use additional advertising resources to increase the number of applications received for hard to fill positions.
5. Present the Administration with options for adding additional employee benefits subject to available funding.
6. With the increase in off- and on-boarding employees, analyze office functions and work flow to determine the need for additional staffing.
7. The Office of Personnel Services and Workplace Safety will work with Information Systems Support Services to transition standard forms and processes to Etrieve to improve efficiency and reduce the number of manhours required to perform routine tasks.
8. The Office of Personnel Services and Workplace Safety will begin scanning inactive part-time personnel files to reduce the amount of storage space required.

Personnel Program Outcomes at Program Completion

100% 1. 90% of issues identified by the contract representative of the Environmental Services Safety contract will be addressed.

100% 2. 100% of full-time faculty and professional staff position vacancies will be listed with historically black colleges and universities in North Carolina.

95% 3. 85% of faculty and staff responding to the Faculty/Staff Support Services Survey will indicate being very satisfied or satisfied with Personnel.

100% 4. 100% of mandatory training for employees on OSHA, Bloodborne Pathogens, and safety will be provided.

IX.   College Outcomes/Highlights

1. Of the revised Performance Measures, the College performed above the baseline for all seven state measures. The College received a total of four platinum designations, which was the most of any community college in the System.
2. Institutional and financial audits reported no material findings.
3. A national study, conducted by CNN Money, placed Coastal in the top 3% of the nation's 1,200 public community colleges, based on graduation rates and transfers.
4. TheBestSchools.org ranked community colleges based on sustained achievement, learning outcomes, equity, and cost-to-value. Coastal was named in the top 50 community colleges.
5. The College received designation as a Military Friendly School by Victory Media.

BUSINESS SERVICES

I. **Description:**

Business Services supports the Mission of the College through quality, customer-focused services to College divisions, departments, employees, students, and external customers by compliance with state and federal regulations and maintaining a high level of fiscal responsibility.

The Business Services functions of the College are as follows:

1. Provide assistance to the Chief Financial Officer and the Budget Oversight Committee in the preparation and control of the institutional budget;
2. Establish and operate an appropriate system of accounting and financial reporting;
3. Operate and maintain physical plant;
4. Procure supplies and equipment;
5. Maintain inventory control over fixed assets;
6. Provide financial oversight of auxiliary enterprises;
7. Receive, maintain, and disburse funds of the institution;
8. Maintain the Facilities Master Plan and provide support for construction projects;
9. Provide for the security of the campus; and
10. Provide printing services for the campus.

II. **Staffing:**

Business Services is staffed with 16.5 full-time employees and 1 part-time employee funded by state budget; 27.5 full-time and 11 part-time employees funded by county budget; and 3 full-time, 12 part-time, and 1 permanent part-time employee funded by self-support budget. The Director of Physical Plant Operations supervises all functions described below with the exception of Accounting, Coastal Café, and The College Store.

III. **Analysis of Desktop Audit Summary Data:**

A. **Staff Analysis:**

1. **Accounting:** The Accounting Department has 1 full-time comptroller, 1 full-time assistant comptroller, 1 full-time accounts payable technician I, 1 full-time payroll/benefits manager, 1 full-time payroll specialist, 1 full-time accounts payable technician II, 1 full-time accounts receivable supervisor, 1 full-time accounts payable supervisor, 1 full-time accounts receivable technician I, and 1 full-time accounts receivable technician II.

2. **Physical Plant Operations:** Physical Plant Operations is supervised by 1 full-time director.
   a. **Physical Plant/Maintenance Department - Building and Grounds:** The Maintenance/Custodial area has 22.5 full-time county-funded employees.
   b. **Procurement/Print Shop/Warehouse:** Procurement/Print Shop/Warehouse has 5 full-time and 1 part-time state-funded employees.
   c. **Security:** The Security Services Department has 9 full-time and 4 part-time county-funded employees.

3. **Auxiliary Services:** Auxiliary Services is supervised by 1 full-time manager.
   a. **Coastal Café:** The Coastal Café has 1 full-time and 4 part-time self-support employees.
   b. **The College Store:** The College Store has 1 full-time, 1 permanent part-time, and 5 part-time self-support employees.

B. **Opinion Survey in 2021-22:**

Graduates: Of the 565 respondents to the survey, with 551 to 565 rating Business Services:

Accounting Office - Graduates rated the Accounting Office above average.

The College Store - Graduates rated The College Store above average.

Coastal Café - Graduates rated the Coastal Café above average.

Security - Graduates rated Security above average.

Early Leavers: *Of the 21 respondents to the survey, 19 rated Business Services as follows:*
Accounting Office - The early leaver students rated the Accounting Office above average.
The College Store - The early leaver students rated The College Store above average.
Coastal Café - The early leaver students rated the Coastal Café above average.
Security - The early leaver students rated Security above average.

IV. **Summary Data**

   A. **State Employee Staffing Trends:**

      1. **Business Services -** Staffing is as follows:

	2021-22	2020-21	2019-20	2018-19	2017-18
Accounting	10 FT	10 FT	10 FT	10 FT	10 FT
Procurement	1 PT 3 FT	1 PT 3 FT	1 PT 3 FT	1 PT 3 FT	1 PT 3 FT
Print Shop	2 FT	2 FT	2 FT	2 FT	2 FT
Management	0.3 FT	0.3 FT	0.3 FT	0.3 FT	0.3 FT
Clerical Asst.	0.75 FT	0.75 FT	0.75 FT	0.75 FT	0.75 FT

   B. **County Employee Staffing Trends:**

      1. **Maintenance/Buildings & Grounds:**

Year	Full-time	Part-time
2021-22	22.5	0
2020-21	21.5	0
2019-20	22.5	0
2018-19	22.5	0
2017-18	21.5	0

      2. **Security Services:**

Year	Full-time	Part-time
2021-22	9	4
2020-21	9	4
2019-20	7	6
2018-19	7	5
2017-18	7	7

   C. **Self-Support Employee Staffing Trends:**

      1. **The College Store:**

Year	Full-time	Part-time
2021-22	1	5
2020-21	2	5
2019-20	2	6
2018-19	2	7
2017-18	2	7

      2. **Coastal Café:**

Year	Full-time	Part-time
2021-22	1	4
2020-21	1	4
2019-20	1	4
2018-19	1	6
2017-18	1	6

   D. **Operating Budget:**

      1. **Accounting**

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2021-22	0	0	16,169	13,705	2,596	2,466
2020-21	0	0	10,707	10,694	0	0
2019-20	0	0	11,838	12,023	965	75
2018-19	0	0	11,205	11,188	3,325	1,698
2017-18	0	0	16,226	8,641	3,570	3,223

2021-22 – File cabinets totaling $1,835.69 were ordered, but did not come in by fiscal year end.
2019-20 – Extra supply dollars were spent for counterfeit detection. Travel expenditures were affected by travel restrictions placed on the College due to COVID-19.
2018-19 – The Accounting Office budgeted for two AACBO and only attended one.
2017-18 – The discrepancy between budgeted and actual supplies is due to the same explanation as last year. Credit card readers were still not available. The College has decided not to purchase them after all.

2. Procurement

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2021-22	0	0	340	348	1,000	749
2020-21	0	0	907	907	0	0
2019-20	0	0	436	435	633	276
2018-19	0	0	179	179	0	610
2017-18	0	0	1,861	1,861	1,210	1,554

3. Print Shop

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2021-22	40,257	40,257	130,039	94,735	0	0
2020-21	34,602	0	111,408	81,744	0	0
2019-20	8,512	8,512	105,223	62,348	0	0
2018-19	0	0	98,387	66,254	0	0
2017-18	23,534	23,534	70,840	114,861	200	0

2021-22 – Budgeted $30,000 for "clicks" (based on usage) on the print shop copiers, but only spent $15,000. Budgeted $52,000 for paper products, but only spent $25,348.75. Demand for print services remained low due to pandemic.
2020-21 – Equipment was ordered, but not received and paid for by 6/30/21.
2019-20 – Budget request included contracted services.
2018-19 – The discrepancy was due to funds being held for future purchases that were not needed.
2017-18 – The increase in supplies was to pay for a full-year lease on a new copier.

4. General Institution (State)/Warehouse

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2021-22	0	0	253,620	314,307	633	1,051
2020-21	0	0	306,851	253,256	566	996
2019-20	3,717	0	449,886	334,792	959	837
2018-19	0	0	323,727	376,527	0	959
2017-18	0	0	559,784	525,905	658	1,099

2021-22 – Actuals include $30,474.80 in prepaid items.
2020-21 – TouchNet credit card system was budgeted, but not ordered until 21-22 and HEERF funds were utilized.
2019-20 – Item originally budgeted as equipment, but was coded as supply because of being less than $5,000. Requests for items from the warehouse such as copier paper were down significantly due to telework and online classes.
2018-19 – There was a substantial increase in equipment leases, insurance, fees, and licenses.
Note: Includes expenditures for the College at large, excluding the plant operation and executive management.

5. Physical Plant/Maintenance/General Institution (County)

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2021-22	265,958	179,382	2,304,693	2,015,889	4,000	284
2020-21	49,000	48,091	2,314,075	1,723,934	4,000	0
2019-20	262,491	109,696	2,140,873	1,640,018	4,000	142
2018-19	112,000	292,710	2,041,320	1,953,041	4,000	568
2017-18	107,500	91,512	2,166,942	1,734,854	4,000	3,569

2021-22 – Items included in county five-year equipment plan not completed include covered walkway security cameras, new signage, and campus generators. We did purchase more gators and club cars as well as a truck that were not originally planned due to the same reason stated in Security section related to capital projects being halted due to county approvals. See Security section for county equipment purchases as well.
2020-21 – Did not move forward with campus generators. Travel was not completed due to travel restrictions due to the pandemic. HEERF funds were utilized to purchase COVID supplies.
2019-20 – Did not move forward with campus generators. Travel was not completed due to travel restrictions due to the pandemic.
2018-19 – Budgeted $40,000 for a box truck and the actual cost was $52,646.21. Cost for seven new rooftop units $94,861, originally Capital Improvement but later determined to be Equipment and not Supplies.
2017-18 – The differences were attributed to decreased costs for repairs to facilities and lower expenses for electricity.

6. **Security Services (County)**

	Equipment		Other Costs		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2021-22	0	326,570	40,415	40,415	0	0
2020-21	0	0	47,386	47,386	0	0
2019-20	35,000	0	25,174	25,174	0	0
2018-19	47,000	8,151	24,372	24,372	25	25
2017-18	20,000	102,210	23,623	23,623	40	40

2021-22 – Equipment includes $289,734.16 for servers and $34,492.11 for a vehicle that were not on the county five-year plan for equipment. May have decided to do these things since capital project spending was halted due to county approvals. Security personnel do participate in annual professional development which is conducted in house without charge.
2019-20 – Budgeted $35,000 for cameras for the covered walkways on the five-year plan.
2018-19 – Budgeted $27,000 for AED & guard shack and $20,000 for walkway security lights for a total of $47,000. The walkway security lights actual cost was $4,000. The guard shack was not paid for in 2018-19 because it arrived damaged.
2017-18 – The discrepancy in budgeted versus actual was due to a subsequent approval for additional server support for surveillance cameras and additional golf carts.

7. **Auxiliary Services:**

College Store	Revenues	Expenses	Profit
2021-22	1,987,090	1,746,178	240,912
2020-21	2,005,956	1,944,473	61,483
2019-20	1,972,919	1,871,458	101,461
2018-19	2,130,001	2,032,909	97,092
2017-18	2,388,045	1,726,589	661,456

2021-22 – Received federal funds of $58,920.03 for loss of revenue. Increased adoption of Inclusive Access materials (26 additional courses) resulted in a reduction in expenses. Credits related to the carryover of science lab kit inventory resulted in $59,332.80 reduction in expenses.
2020-21 – Expenses and Revenues increased due to purchase of distance learning lab kits: $401,586.25
*excess inventory/chargebacks of lab kits due to low enrollment: $59,387.44
*received federal funds for loss of revenue: $16,395.25
2019-20 – Revenue decreased due to operations being shut down during pandemic. (March 2020) College Store functioned in a limited capacity with decreased enrollment/students on campus.
2018-19 – The profit loss is due to decreased enrollment and online competition. Excess inventory was carried over to 2019-20 or returned.

Coastal Café	Revenues	Expenses	Profit
2021-22	309,324	279,512	29,812
2020-21	296,848	203,228	93,620
2019-20	278,041	259,160	18,881
2018-19	324,462	313,550	10,912
2017-18	313,401	309,648	3,753

2021-22 – The increase in enrollment resulted in increased revenues and expenses. The rise in the cost of goods and no significant change in the retail prices in the café resulted in lower revenues. The purchase of the new café POS system was completed in February for $9,931.69. Received $94,333.05 in federal funds for lost revenue.
2020-21 – Daily sales revenues decreased due to low enrollment: $140,865.41, received federal funds for loss of revenue: $154,120.65.
2019-20 – Revenue decreased due to operations being shut down during pandemic. (March 2020) Coastal Café functioned in a very limited capacity with decreased enrollment/students on campus.

E. **Opinion Survey in 2021-22:**

Excellent	Above Avg.	Average	Below Avg.	Poor
5 - - - - - -	- - - - 4 - - - -	- - - 3 - - -	- - - 2 - - -	- - - 1

Graduates: Of the 565 respondents to the survey, 551 to 565 rated the Business Services as follows:

	Resp.	C.Trans.	(Students)	Other Programs	(Students)	Overall Avg.
Accounting Office	551	4.25	281	4.27	270	4.26
The College Store	565	4.33	288	4.23	277	4.28
Coastal Café	556	4.13	283	4.09	273	4.11
Security Services	562	4.28	287	4.21	275	4.25

Early Leavers: Of 21 respondents to the survey, 19 rated the Business Services as follows:

	Resp.	C.Trans.	(Students)	Other Programs	(Students)	Overall Avg.
Accounting Office	19	3.42	12	4.43	7	3.79
The College Store	20	3.62	13	4.43	7	3.90
Coastal Café	21	3.43	14	4.43	7	3.76
Security Services	20	3.31	13	4.43	7	3.70

Faculty/Staff Support Services Survey Results for Business Services:

	# Rating Service	Very Satisfied	Satisfied	Dis-Satisfied	Very Dis-satisfied	No Opinion	# Resp.
Accounting							
Faculty	72	33 (45.8%)	30 (41.7%)	8 (11.1%)	1 (1.4%)	30	102
Prof. Staff	46	22 (47.8%)	21 (45.7%)	1 (2.2%)	2 (4.3%)	9	55
Tech/Para.	18	12 (66.7%)	6 (33.3%)	0 (0.0%)	0 (0.0%)	2	20
Clerical	8	3 (37.5%)	5 (62.5%)	0 (0.0%)	0 (0.0%)	3	11
Serv/Maint.	5	2 (40.0%)	1 (20.0%)	2 (40.0%)	0 (0.0%)	2	7
Total	*149*	*72 (48.3%)*	*63 (42.3%)*	*11 (7.4%)*	*3 (2.0%)*	*46*	*195*

	# Rating Service	Very Satisfied	Satisfied	Dis-Satisfied	Very Dis-satisfied	No Opinion	# Resp.
Coastal Café							
Faculty	87	33 (37.9%)	40 (46.0%)	11 (12.6%)	3 (3.4%)	15	102
Prof. Staff	52	15 (28.8%)	30 (57.7%)	7 (13.5%)	0 (0.0%)	2	54
Tech/Para.	20	8 (40.0%)	9 (45.0%)	3 (15.0%)	0 (0.0%)	0	20
Clerical	9	2 (22.2%)	7 (77.8%)	0 (0.0%)	0 (0.0%)	2	11
Serv/Maint.	7	2 (28.6%)	3 (42.9%)	2 (28.6%)	0 (0.0%)	0	7
Total	*175*	*60 (34.3%)*	*89 (50.9%)*	*23 (13.1%)*	*3 (1.7%)*	*19*	*194*

	# Rating Service	Very Satisfied	Satisfied	Dis-Satisfied	Very Dis-satisfied	No Opinion	# Resp.
The College Store							
Faculty	90	50 (55.6%)	39 (43.3%)	1 (1.1%)	0 (0.0%)	11	101
Prof. Staff	52	24 (46.2%)	26 (50.0%)	2 (3.8%)	0 (0.0%)	3	55
Tech/Para.	18	12 (66.7%)	6 (33.3%)	0 (0.0%)	0 (0.0%)	2	20
Clerical	10	6 (60.0%)	4 (40.0%)	0 (0.0%)	0 (0.0%)	1	11
Serv/Maint.	7	3 (42.9%)	4 (57.1%)	0 (0.0%)	0 (0.0%)	0	7
Total	*177*	*95 (53.7%)*	*79 (44.6%)*	*3 (1.7%)*	*0 (0.0%)*	*17*	*194*

	# Rating Service	Very Satisfied	Satisfied	Dis-Satisfied	Very Dis-satisfied	No Opinion	# Resp.
Custodial							
Faculty	101	57 (56.4%)	27 (26.7%)	11 (10.9%)	6 (5.9%)	1	102
Prof. Staff	55	33 (60.0%)	20 (36.4%)	1 (1.8%)	1 (1.8%)	0	55
Tech/Para.	20	14 (70.0%)	6 (30.0%)	0 (0.0%)	0 (0.0%)	0	20
Clerical	11	7 (63.6%)	4 (36.4%)	0 (0.0%)	0 (0.0%)	0	11
Serv/Maint.	6	3 (50.0%)	2 (33.3%)	1 (16.7%)	0 (0.0%)	1	7
Total	*193*	*114 (59.1%)*	*59 (30.6%)*	*13 (6.7%)*	*7 (3.6%)*	*2*	*195*

	# Rating Service	Very Satisfied	Satisfied	Dis-Satisfied	Very Dis-satisfied	No Opinion	# Resp.
Groundskeeping							
Faculty	97	43 (44.3%)	41 (42.3%)	11 (11.3%)	2 (2.1%)	5	102
Prof. Staff	53	22 (41.5%)	24 (45.3%)	7 (13.2%)	0 (0.0%)	1	54
Tech/Para.	19	6 (31.6%)	9 (47.4%)	3 (15.8%)	1 (5.3%)	1	20
Clerical	11	5 (45.5%)	6 (54.5%)	0 (0.0%)	0 (0.0%)	0	11
Serv/Maint.	6	0 (0.0%)	1 (16.7%)	3 (50.0%)	2 (33.3%)	1	7
Total	*186*	*76 (40.9%)*	*81 (43.5%)*	*24 (12.9%)*	*5 (2.7%)*	*8*	*194*

Faculty/Staff Support Services Survey Results Continued

	# Rating Service	Very Satisfied	Satisfied	Dis-Satisfied	Very Dis-satisfied	No Opinion	# Resp.
Mail Service (Internal)							
Faculty	90	56 (62.2%)	34 (37.8%)	0 (0.0%)	0 (0.0%)	12	102
Prof. Staff	50	31 (62.0%)	18 (36.0%)	1 (2.0%)	0 (0.0%)	4	54
Tech/Para.	20	14 (70.0%)	6 (30.0%)	0 (0.0%)	0 (0.0%)	0	20
Clerical	11	8 (72.7%)	3 (27.3%)	0 (0.0%)	0 (0.0%)	0	11
Serv/Maint.	4	3 (75.0%)	1 (25.0%)	0 (0.0%)	0 (0.0%)	3	7
Total	*175*	*112 (64.0%)*	*62 (35.4%)*	*1 (0.6%)*	*0 (0.0%)*	*19*	*194*
Maintenance Services							
Faculty	93	49 (52.7%)	35 (37.6%)	8 (8.6%)	1 (1.1%)	9	102
Prof. Staff	54	26 (48.1%)	26 (48.1%)	2 (3.7%)	0 (0.0%)	1	55
Tech/Para.	19	14 (73.7%)	4 (21.1%)	1 (5.3%)	0 (0.0%)	0	19
Clerical	11	5 (45.5%)	6 (54.5%)	0 (0.0%)	0 (0.0%)	0	11
Serv/Maint.	7	5 (71.4%)	1 (14.3%)	1 (14.3%)	0 (0.0%)	0	7
Total	*184*	*99 (53.8%)*	*72 (39.1%)*	*12 (6.5%)*	*1 (0.5%)*	*10*	*194*
Print Shop							
Faculty	67	43 (64.2%)	22 (32.8%)	2 (3.0%)	0 (0.0%)	34	101
Prof. Staff	43	21 (48.8%)	21 (48.8%)	1 (2.3%)	0 (0.0%)	12	55
Tech/Para.	18	13 (72.2%)	5 (27.8%)	0 (0.0%)	0 (0.0%)	2	20
Clerical	10	5 (50.0%)	5 (50.0%)	0 (0.0%)	0 (0.0%)	1	11
Serv/Maint.	6	4 (66.7%)	2 (33.3%)	0 (0.0%)	0 (0.0%)	1	7
Total	*144*	*86 (59.7%)*	*55 (38.2%)*	*3 (2.1%)*	*0 (0.0%)*	*50*	*194*
Purchasing							
Faculty	64	29 (45.3%)	30 (46.9%)	3 (4.7%)	2 (3.1%)	38	102
Prof. Staff	40	21 (52.5%)	16 (40.0%)	3 (7.5%)	0 (0.0%)	15	55
Tech/Para.	18	13 (72.2%)	4 (22.2%)	1 (5.6%)	0 (0.0%)	2	20
Clerical	8	4 (50.0%)	4 (50.0%)	0 (0.0%)	0 (0.0%)	3	11
Serv/Maint.	6	2 (33.3%)	3 (50.0%)	1 (16.7%)	0 (0.0%)	1	7
Total	*136*	*69 (50.7%)*	*57 (41.9%)*	*8 (5.9%)*	*2 (1.5%)*	*59*	*195*
Security Services							
Faculty	96	57 (59.4%)	34 (35.4%)	2 (2.1%)	3 (3.1%)	6	102
Prof. Staff	54	25 (46.3%)	28 (51.9%)	1 (1.9%)	0 (0.0%)	1	55
Tech/Para.	19	12 (63.2%)	7 (36.8%)	0 (0.0%)	0 (0.0%)	1	20
Clerical	11	6 (54.5%)	5 (45.5%)	0 (0.0%)	0 (0.0%)	0	11
Serv/Maint.	7	3 (42.9%)	3 (42.9%)	1 (14.3%)	0 (0.0%)	0	7
Total	*187*	*103 (55.1%)*	*77 (41.2%)*	*4 (2.1%)*	*3 (1.6%)*	*8*	*195*

Faculty/Staff Support Services Survey Results Continued

	# Rating Service	Very Satisfied	Satisfied	Dis-Satisfied	Very Dis-satisfied	No Opinion	# Resp.
Shipping/Receiving/Warehouse							
Faculty	63	39 (61.9%)	23 (36.5%)	1 (1.6%)	0 (0.0%)	39	102
Prof. Staff	47	28 (59.6%)	19 (40.4%)	0 (0.0%)	0 (0.0%)	8	55
Tech/Para.	17	14 (82.4%)	3 (17.6%)	0 (0.0%)	0 (0.0%)	3	20
Clerical	11	7 (63.6%)	4 (36.4%)	0 (0.0%)	0 (0.0%)	0	11
Serv/Maint.	7	4 (57.1%)	3 (42.9%)	0 (0.0%)	0 (0.0%)	0	7
Total	*145*	*92 (63.4%)*	*52 (35.9%)*	*1 (0.7%)*	*0 (0.0%)*	*50*	*195*

F. The latest financial audit/desk review (2019-20) contained no instances of noncompliance and no material weaknesses in internal controls which require disclosure herein under *Government Auditing Standards*.

V. Quality Review Summary

A. **Strengths:** Financial audits have consistently reflected no noncompliance issues or material weaknesses in internal controls. Auxiliary services remain viable; however, attention needs to be placed on The College Store profits. These profits provide resources for additional scholarships and other needs throughout the institution. The Faculty/Staff Support Services Survey indicates a high degree of satisfaction with several of the administrative support services.

B. **Weaknesses:** The size and layout of The College Store is inadequate to accommodate inventory and support additional online sales growth. The staffing in Accounting is so lean that completion of duties may be initially challenging in the absence of key positions. Traffic control and safety are areas of high concern in order to adequately serve the student population. With the addition of off-campus sites and in order to maintain a level of quality service, the staffing for maintenance, custodial, and security services are of concern.

C. **Accounting**
The purpose of the Accounting Office is to meet the needs of students and employees as they relate to finance and/or business-related activities and provide assistance to the Chief Financial Officer in the preparation and control of the institutional budget; establishing and operating an appropriate system of accounting and financial reporting; and receiving, maintaining, and disbursing funds of the institution.

Progress and Response to Objectives Set and Printed in 2020-21 DTA
1. Cross-train staff members concerning state budget preparation and presentation. **CONTINUE**
2. Assist with the implementation of the Point of Sale system for the Coastal Café inventory system. **COMPLETE AND ONGOING**
3. Utilize Self Service for AR/CR and HR/Payroll in preparation for WebAdvisor application ending. **COMPLETE**
4. Identify strategies to ensure business continuity with financial statement preparation. **CONTINUE**
5. Implement TouchNet Transaction Services for more secure and user-friendly credit card transactions. **COMPLETE**
6. Identify a process to accept and approve electronic signatures for Professional Services Agreements. **COMPLETE AND ONGOING**
7. Work with IT for transition to the Cloud as well as IT and CE for the online registration Destiny One system implementation. Cloud – **COMPLETE**, Destiny One – **CONTINUE AS REVISED**
8. Begin cross-training for assistant comptroller position. **CONTINUE**

Summary of Improvements and/or Budget Decision Based On Analysis
1. TouchNet was implemented for credit card payments, as well as Self Service for AR/CR to ensure PCI compliance.
2. The committee identified and purchased Docusign for electronic signatures.
3. Transition to the Cloud was successful.

Program Objectives/Action for the Next 1 to 2 Years
1. Cross-train staff members concerning state budget preparation and presentation.
2. Identify strategies to ensure business continuity with financial statement preparation.
3. Work with IT and CE for an online registration system and implementation.
4. Begin cross-training for assistant comptroller position.
5. Complete cross-training of payroll between payroll manager and payroll specialist.
6. Strengthen roles and responsibilities of manager positions within the Accounting Office.

Accounting Outcomes

100%
1. 100% of financial audits/desk review as conducted by the North Carolina Office of the State Auditor will be in compliance with no reportable conditions.

100%
2. 100% of reports as required by the North Carolina Annual Reporting System will be submitted on time.

4.26
3. Students surveyed on the Graduate/Completer Survey will rate Accounting 3.50 or above, with 3.50 being above average on a 5-point scale.

3.79
4. Students surveyed on the Leaver/Withdrawal Survey will rate Accounting 3.50 or above, with 3.50 being above average on a 5-point scale.

90.6%
5. 80% of faculty and staff surveyed on the annual Faculty/Staff Support Services Survey will indicate they are very satisfied or satisfied with Accounting.

D. The College Store

The purpose of The College Store is to provide quality, courteous, and timely services in obtaining books, supplies, and materials to support instruction.

Progress and Response to Objectives Set and Printed in 2020-21 DTA
1. Engage faculty, staff, and students on a more broad and aggressive social media campaign by utilizing campus resources such as the Public Information Office. **CONTINUE AS REVISED**
2. Investigate strategies to increase sales, post-pandemic. **CONTINUE**
3. Continue to adapt to trends in the textbook industry (more digital, less print). **COMPLETE AND ONGOING**
4. Collaborate with CE to create custom tool kits similar to what the College Store has created with the Trades programs. **COMPLETE** – CDL program is completing purchases with the College Store. Other programs were not financially feasible for students.

Summary of Improvements and/or Budget Decision Based On Analysis
1. Reviewed the layout of the College Store and reorganized merchandise and fixtures to improve customer flow and increase sales.
2. Reviewed the design and content of the College Store website. The redesign closely resembles the official college website and includes a larger variety of items for purchase.

Program Objectives/Action for the Next 1 to 2 Years
1. Engage faculty, staff, and students on a broader advertising campaign by utilizing campus resources such as the Public Information Office.
2. Investigate strategies to increase sales, post-pandemic.
3. Conduct in-depth analysis of pricing to ensure profitability.
4. Investigate options to transition the course materials adoptions process to a digital format.
5. Investigate options to accommodate inventory.

College Store Outcomes

95%
1. 95% of books required for the semester will be received by The College Store prior to the start of the semester.

4.28
2. Students surveyed on the Graduate/Completer Survey will rate College Store services 3.50 or above, with 3.50 being above average on a 5-point scale.

3.90
3. Students surveyed on the Leaver/Withdrawal Survey will rate The College Store services 3.50 or above, with 3.50 being above average on a 5-point scale.

98.3%
4. 80% of faculty and staff surveyed on the Faculty/Staff Support Services Survey will indicate they are very satisfied or satisfied with The College Store.

MET
5. Each fiscal year, the revenues for The College Store will exceed the expenditures.

E. Food Services

The purpose of Food Services is to provide quality products and courteous and timely services in providing food choices for students, faculty, and staff.

Progress and Response to Objectives Set and Printed in 2020-21 DTA
1. Order and install new POS system for the Coastal Café. **CONTINUE**
2. Utilize reporting from the new POS to analyze sales/profitability. **CONTINUE**
3. Identify strategies to build customer base consistent with numbers prior to the pandemic. **COMPLETE AND ONGOING**

Summary of Improvements and/or Budget Decision Based On Analysis
1. Reviewed menu and product offerings and adjusted as required.
2. Analyzed pricing as a result of rising cost of goods to increase profitability.

Program Objectives/Action for the Next 1 to 2 Years
1. Order and install new POS system for the Coastal Café.
2. Utilize reporting from the new POS to analyze sales and profitability.
3. Investigate additional products and services to improve profitability.
4. Implement prices changes necessitated as a result of pricing analysis.

Food Services Outcomes

MET   1. Each fiscal year, the revenues for the Coastal Café will exceed expenditures.

100%   2. 100% of the time, the Coastal Café will receive a sanitation grade of 90% or better.

4.11   3. Students surveyed on the Graduate/Completer Survey will rate Coastal Café services 3.50 or above, with 3.50 being above average on a 5-point scale.

3.76   4. Students surveyed on the Leaver/Withdrawal Survey will rate Coastal Café services 3.50 or above, with 3.50 being above average on a 5-point scale.

85.1%   5. 80% of faculty and staff surveyed on the Faculty/Staff Support Services Survey will indicate they are very satisfied or satisfied with Coastal Café services.

    F. Physical Plant

Buildings and Grounds

The purpose of Buildings and Grounds is to provide well-maintained, clean, and healthy facilities that promote an environment for learning and enhance the appearance of the College for the community.

Progress and Response to Objectives Set and Printed in 2020-21 DTA
1. Collaborate with BMH Architects for the 1st floor renovation to the LRC when funding becomes available. **CONTINUE AS REVISED**
2. Continue monitoring construction of North Academic Drive project. **COMPLETE AND ONGOING**
3. Consider installing hands-free sanitizing stations throughout campus to help maintain a sanitized environment. **COMPLETE**
4. Due to aged equipment, consider purchasing new floor cleaning equipment and a gator to transport furniture and equipment. **COMPLETE**
5. Collaborate with all parties to utilize federal funds to create a Nursing Simulation Lab. **COMPLETE**

Summary of Improvements and/or Budget Decision Based On Analysis
1. The Beneficial Occupancy Project Approval Authorization and Certificate of Substantial Completion for North Academic Drive was signed on January 8, 2021.
2. A gator was purchased in 2022 to transport furniture and equipment.
3. Divider walls and doors were relocated to reconfigure office space in the Registrar area for best utilization of space.

Program Objectives/Action for the Next 1 to 2 Years
1. When funding becomes available, prepare a 3-1 for approval from the State Board of Community Colleges for new construction of the 1st floor renovation to the LRC and discuss any modifications.
2. Obtain a proposal from an architect to prepare drawings and specifications for a nursing simulation lab, and submit an invitation to bid.
3. Investigate options available for paper towel and toilet tissue dispensers that will increase overall efficiency of the products.
4. Explore available training for custodians on proper cleaning techniques and adequate usage of equipment.
5. If budget allows, consider the purchase of a Kaivac 1750 to facilitate the deep cleaning of bathrooms, which leads to a more hygienic environment.
6. Conduct a closer analysis of the actual Professional Development funds needed for Physical Plant/Maintenance and General Institution.

Buildings and Grounds Outcomes

100%   1. 100% of Buildings and Grounds employees will attend required OSHA training annually.

100%   2. 100% of the time, Buildings and Grounds will respond to work orders within one working day.

4.33   3. Students surveyed on the Graduate/Completer Survey will rate Teaching Facilities 3.50 or above, with 3.50 being above average on a 5-point scale.

3.86   4. Students surveyed on the Leaver/Withdrawal Survey will rate Teaching Facilities 3.50 or above, with 3.50 being above average on a 5-point scale.

89.6%   5. 80% of faculty and staff surveyed on the Faculty/Staff Support Services Survey will indicate they are very satisfied or satisfied with services.

Maintenance

The purpose of Maintenance is to maintain facilities and equipment in support of a safe, healthful learning environment and campus community.

Progress and Response to Objectives Set and Printed in 2020-21 DTA
1. Obtain a proposal for the design for generators on campus. **CONTINUE AS REVISED**
2. Solicit bids for a contractor to provide an exhaust system for automotive and autobody paint room. **COMPLETE**
3. Update the Preventative Maintenance plan, ensuring specific areas of the campus are evaluated, reported, and addressed. **COMPLETE AND ONGOING**

Summary of Improvements and/or Budget Decision Based On Analysis
1. Waters Contracting was awarded the bid for the exhaust systems for Automotive and Autobody.
2. Monthly updates are completed for the Preventative Maintenance plan to ensure specific areas of the campus are being evaluated, reported, and addressed.
3. The exterior of many of the buildings on campus were painted and sealed.
4. Light fixtures in five of the buildings on campus have been changed from fluorescent to LED.
5. The existing dining area was repaired with an epoxy finish.
6. Sidewalk repairs throughout campus were completed to alleviate any potential trip hazards.
7. Sound proofing was completed for COM 231 Public Speaking classes to enhance instruction.
8. White boards were replaced in Classroom Building A.

Program Objectives/Action for the Next 1 to 2 Years
1. Advertise on the Interactive Purchasing System for a designer to install generators for the LRC and ISS Buildings.
2. Obtain a proposal to provide shore power to accommodate the purchase of a Mobile Welding Trailer.
3. Consider obtaining a proposal to upgrade the bathroom fixtures in the Trades Building.
4. If budget allows, consider a proposal to repair the epoxy finish to Classrooms 216, 220, 221, and 225 in the Health Occupational Science Building.

Maintenance and Grounds Outcomes

100%   1. 100% of maintenance requests will be responded to within one business day.
92.9%   2. 80% of faculty and staff responding to the Faculty/Staff Support Services Survey will indicate being very satisfied or satisfied with Maintenance services.
100%   3. 100% of Maintenance personnel will attend required OSHA training annually.
100%   4. 100% of the safety reviews by the Blue Ridge Safety Council will find no substantive maintenance deficiencies.
100%   5. 100% of the safety equipment required for Maintenance personnel will be provided.

G. Procurement/Shipping and Receiving

The purpose of Procurement/Shipping and Receiving is to procure supplies and equipment in order to support the instructional, administrative, and educational support areas of the College.
The purpose of the Print Shop is to provide support for campus-wide printing needs and requests.
The purpose of Mail Services is to provide prompt, accurate delivery and collection of mail for the campus while following all guidelines of the US Postal Service.

Progress and Response to Objectives Set and Printed in 2020-21 DTA
1. Identify opportunities for certifications associated with the change of positions. **CONTINUE AS REVISED**
2. Discuss with System Administrator implementation of inventory system available in Colleague and meet with the appropriate stakeholders to assess the overall impact. **CONTINUE**
3. Communicate with Director of Procurement to solidify the Fixed Asset tagging process with the Warehouse Officer. **CONTINUE**

Summary of Improvements and /or Budget Decision Based On Analysis
1. Maintained substantial inventory of PPE items for campus-wide distribution during pandemic.
2. Developed teleworking process in order to prevent interruption in the purchasing process during pandemic.

Program Objectives/Action for the Next 1 to 2 Years
1. Investigate new state provided trainings and certifications concerning purchasing.
2. Discuss with System Administrator implementation of inventory system available in Colleague and meet with the appropriate stakeholders to assess the overall impact.
3. Communicate with Director of Procurement to solidify the Fixed Asset tagging process with the Warehouse Officer.

4. Develop a more formal and encompassing purchasing training for all end-users on campus. Training will be focused on requisitions (eProcurement & etrieve), purchase orders, blanket purchase orders, Colleague, state contracts, year-end close out.

Procurement/Shipping and Receiving Outcomes

MET   1. The Purchasing Compliance Audit will result in no reportable conditions.

100%   2. 100% of users of eProcurement will receive training and assistance for maximum efficiency in using eProcurement.

MET   3. A higher purchasing threshold is available as the result of outstanding purchasing performance as measured by the compliance audit.

92.6%   4. 80% of faculty and staff completing the Faculty/Staff Support Services Survey will indicate being very satisfied or satisfied with Purchasing.

99.3%   5. 80% of faculty and staff completing the Faculty/Staff Support Services Survey will indicate being very satisfied or satisfied with Shipping/Receiving/Warehouse.

Print Shop Outcomes

100%   1. 100% of Print Shop requests will be processed within the published standards.

100%   2. 100% of testing materials and examinations will be processed with no breach of security.

97.9%   3. 80% of faculty and staff completing the Faculty/Staff Support Services Survey will indicate being very satisfied or satisfied with the Print Shop.

MET   4. Maintain capability of the Print Shop services so that no more than 10% of print jobs within capability are outsourced.

Mail Services Outcomes

100%   1. 100% of appropriate security and handling procedures will be maintained on the materials requiring special attention.

99.4%   2. 80% of faculty and staff surveyed on the Faculty/Staff Support Services Survey will indicate being very satisfied or satisfied with Campus Mail Service.

100%   3. 100% of the bulk mail requests for services will be completed correctly and on time.

100%   4. 100% compliance with all US Postal regulations resulting in no fines or loss of permit.

H. Security Services

The purpose of Security Services is to support the Mission of the College by maintaining a safe and secure learning environment.

Progress and Response to Objectives Set and Printed in 2020-21 DTA
1. Obtain a proposal for the keyless entry system. **CONTINUE AS REVISED**
2. Collaborate with the Safety Response Committee, produce training videos for Title IX and the Clery Act, and make available on the website. **COMPLETE AND ONGOING**
3. When funding becomes available, consider additional security officers for the off-campus sites. **CONTINUE**
4. Due to aged equipment and supplies, consider purchasing golf carts; as well as replacing traffic cones. **COMPLETE**
5. Investigate virtual professional development for security officers. **COMPLETE AND ONGOING**

Summary of Improvements and/or Budget Decision Based On Analysis
1. Security purchased three golf carts and 250 traffic cones in March 2022, to replace the aged equipment and supplies.
2. A web-based company was investigated that will allow for training based on designated topics associated with security.
3. Two large monitors and a computer were purchased in March 2022, to facilitate improved dispatch and surveillance support.
4. Additional AEDs were purchased to minimize response time in the event of an emergency.
5. Training for Title IX was offered using the Microsoft Teams platform during fiscal year 2022.

Program Objectives/Action for the Next 1 to 2 Years
1. Develop priorities for keyless entry system.
2. When funding becomes available, consider additional security officers for the off-campus sites.
3. Investigate the purchase of new traffic barriers to assist with campus events.
4. Coordinate with outside local agencies and the Safety Response Committee about providing training for faculty, staff, and students.

Security Services Outcomes

100% 1. The Security Services Department will be 100% in compliance with the publication and distribution of the Annual Security Report.

4.25 2. Students surveyed on the Graduate/Completer Survey will rate Security Services 3.50 or above, with 3.50 being above average on a 5-point scale.

3.70 3. Students surveyed on the Leaver/Withdrawal Survey will rate Security Services 3.50 or above, with 3.50 being above average on a 5-point scale.

96.3% 4. 80% of faculty and staff surveyed on the Faculty/Staff Support Services Survey will indicate being very satisfied or satisfied with Security Services.

INFORMATION SYSTEMS

I. Description

Information Systems (IS) is responsible for supporting all information technology operations at the College including academic and administrative computing, audiovisual equipment, Learning Management System, distance education support, and telephone services. In addition, IS installs and maintains the security camera infrastructure and the two-way radio system. IS also supplies and maintains the infrastructure and audiovisual needs for Onslow Early College High School, whereas Onslow County Schools maintains their PC systems using a VPN.

II. Staffing

Information Systems has a full-time staff of 13 (1 of 13 are vacant positions) to include 1 Director of Information Systems Support Services, 3 Network Connectivity Specialists (1 dedicated to security systems), 3 Data Services Technicians (1 open position), 1 Operating Systems Applications Specialist, 1 Help Desk Manager, 2 Systems Administrators (1 open position) for a portion of the year, only 1 SA, and 1 Systems Analyst (supervisor over Systems Administrators). In addition to full-time staff, IS has 1 part-time Secretary (currently vacant), 6 part-time Help Desk Technicians, and 5 part-time Lab Monitors (currently 4 vacancies, due to COVID-19 restrictions and limited labs).

III. Analysis of Desktop Audit Summary Data

A. Staffing (Total):

	2021-22	2020-21	2019-20
Director	1FT	1FT	1FT
Network Connectivity Specialists	3FT	3FT	2FT
Data Services Technicians	3FT	2FT	2FT
Operating Systems Applications Specialist and System Administrator	1FT	1FT	1FT
Help Desk Manager	1FT	1FT	1FT
Systems Administrators	2FT	2FT	2FT
Systems Analyst	1FT	1FT	1FT
Secretary	0	0	0
Help Desk Technicians	6PT	4PT	5PT
Lab Monitors	1PT	0	1PT

B. Operating Costs:

	Equipment		Supplies		Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2021-22	67,600	0	253,508	223,827	800	529
2020-21	36,418	36,234	976,134	1,074,819	7,921	6,452
2019-20	535,927	520,162	868,170	720,116	10,300	2,747
2018-19	68,596	55,929	367,925	357,300	6,686	5,011
2017-18	112,773	108,933	416,156	374,880	32,243	26,388

2021-22 – Equipment was recoded to federal fund and Supplies were recoded also.

2020-21 – Actual supply costs included a pre-payment for MS Office for the upcoming year.

2019-20 – Travel/training was accomplished using free tools and pandemic canceled some conferences. Supply - $76K was planned to prepay MS but was pushed to 2020-21. Other reductions were realized due to new equipment and system office purchases that benefited us.

2018-19 – Travel budget was reduced by the availability of online and webinar options.

2017-18 – Unspent Supply budget due to reductions in cost of software purchases and decisions to delay relocating disaster recovery equipment.

C. College Computing Infrastructure

All campus buildings are linked together with fiber-optic cables, connected by two firewalls to the Internet. The primary network operating system used is Microsoft Active Directory. Microsoft Office Professional is the office suite for classrooms and staff applications. Microsoft Office 365 is the email solution for all college employees and students. Office 365 Office Suite is available to all students, faculty, and staff. Connectivity is based on Cisco switching and routing devices. Special proprietary software is used for the College's climate control system and for special business services, testing/assessment, and the College Store operations.

D. Audiovisual Support

During this academic year, this department provided the following support for users:

	2021-22		2020-21		2019-20		2018-19	
	Requests	**Hours**	**Requests**	**Hours**	**Requests**	**Hours**	**Requests**	**Hours**
Audio/Video Support								
Sound System	6	49	6	24	15	20	12	20
Recording	6	16	3	7	8	11	1	2
Edits	5	12	1	2	10	22	1	3
Duplications	0	0	2	2	1	1	0	0
TOTAL	**17**	**77**	**12**	**35**	**37**	**54**	**189**	**503**

Audiovisual Training and Distance Education support continues to support the faculty with methods to enhance the delivery of course material, such as BYOD (bring your own device). This department can produce training and videos. Staff members record the lectures of both Curriculum and Continuing Education instructors when requested. These videos are posted for online classes, as well as for seated classes in which instructors post lectures for later student review. These videos are also used in continued training and presentations on new technology, such as Lecture Capture. Lecture videos are also utilized in various classrooms, including the Instructors' Academy's technology module. The audio-visual support requests were dramatically reduced during the pandemic.

E. Customer Support

The Help Desk exists to assist faculty, staff, and students with technical questions relating to their computer hardware and software. Assistance is provided both over the phone and in-person. The Help Desk staff is trained to offer assistance to callers both on and off campus. If the issue cannot be resolved at the Help Desk level, it is referred to an appropriate higher-level technician.

Help Desk Support for Academic Year

Large reduction in calls this year is due to transition to a more formal tracking system.

2021-22 Source	Incident Tickets	Help Desk Level	Full Time Level
User Entered	274	131	143
E-Mail	527	192	335
Phone	1,323	876	447
Voice Mail	34	21	13
Text	N/A	N/A	N/A
In Person	83	48	35
Other + Solar Winds	3,433	1,523	1,910
Total	**5,674**	**2,791**	**2,883**

2021-22 Source	Request Tickets	Help Desk Level	Full Time Level
User Entered	304	95	209
E-Mail	242	101	141
Phone	85	48	37
Voice Mail	N/A	N/A	N/A
Text	N/A	N/A	N/A
In Person	107	71	36
Other	194	164	30
Total	**932**	**479**	**453**

Computer Lab Activity for Academic Year (Hours of Use)

Health 135	Total Student Usage
2021-22	
Summer Session	Closed
Fall Session	62
Spring Session	389
Total	451
2020-21	
Summer Session	Closed
Fall Session	Closed
Spring Session	Closed
Total	0
2019-20	
Summer Session	0
Fall Session	1,111
Spring Session	1,250
Total	2,361
2018-19	
Summer Session	238
Fall Session	467
Spring Session	1,039
Total	1,744

BT 204	FTE Hours				
	2021-22	2020-21	2019-20	2018-19	2017-18
Summer	Closed	Closed	Closed	*	3
Fall	0	Closed	17	*	116
Spring	3	Closed	37	*	77
Total	**3**	**0**	**54**	*	**196**

2019-20 – Lab was closed March 13, 2020 and remained closed due to COVID-19 restrictions.
* Processes are in place to capture this data.

F. Data Network

Students have access to local, state, national, and global resources through computer labs and classrooms throughout the campus. Personal devices are supported for both students and staff through the deployment of wireless networks. The College continues to make a substantial investment of time and resources to ensure that every employee requiring microcomputer support has access to necessary software and hardware at their workspace and off campus through the use of limited virtual private networks.

G. Security of Information Systems

The College continues to improve the security of its information through monitoring of virus and hacking attempts and updating operating systems when necessary. The department is active in making changes as recommended by the IIPS Security Manual, which complies with the NC Department of Information Technology Security recommendations.

H. Security Systems for Physical Facilities

Information Systems Support Services installs and maintains camera systems, emergency towers, cell phones, and two-way radios for the purpose of campus security usage. One person in network connectivity is dedicated to these systems. This person is also available as a backup to security for purposes of pulling video for security and/or local law enforcement to evaluate.

I. Procedures for Allocation and Use of Information Technology Resources

Information technology resources are currently allocated in the following priority:
1. Student/instructor and campus security needs
2. Administrative/instructional support needs
3. Maintenance (physical plant/staff) support

Within these categories, supervisory personnel establish priorities and guidelines for access and use. The budget planning process determines the procurement and placement of technology resources throughout the campus. Senior administrators, working closely with functional supervisors and technical staff, produce lists of needs associated with specific programs or initiatives, ranked in priority in the context of the College's strategic themes (Educational Quality, Student Success, Teamwork and Partnerships, and Economic and Workforce Development) so that as funds become available, resources can be acquired.

Coastal has a widely disseminated and communicated procedure on the ethical and legal use of copyrighted materials. The College's computer software copyright guidelines state:

> "Unauthorized or unlicensed copying of copyrighted materials (books, periodicals, audio or video programs, or software of any type) is prohibited by federal and international law. Persons conducting such copying or using improperly acquired materials are subject to disciplinary procedures. Questions about the use of copyrighted materials should be directed to the C. Louis Shields Learning Resources Center librarian or media staff." (*College Catalog*)

J. Maintenance and Replacement of Equipment and Software

Lenovo certification is utilized to perform the majority of warranty work on-site at the College for desktops. Information Systems technicians repair hardware no longer under warranty at a substantial discount under the same arrangement. HP laptops, HP desktops, and HP printers are either repaired by Coastal's staff or an HP tech is called to assist.

K. Staff Development

The College provides numerous opportunities for technical staff to obtain training and certificates pertinent to their professional responsibilities. All technicians have access to a wide variety of training materials designed to help them not only improve their job performance, but also to prepare themselves to sit for major standard certification exams. The Help Desk Manager is Lenovo certified and A+ certified. The Data Service Technicians are all Lenovo certified. One Data Services Technician is A+ certified.

L. Technology in the Classrooms

Video projectors, smartboards, and sympodia are widely used throughout the campus and maintained by the Client Services department.

Software is replaced on an as-needed basis. The College encourages standardization of microcomputer software, hardware, and peripherals.

IV. Opinion Survey of Information Systems:

A. Student Survey:

Excellent   Above Avg.   Average   Below Avg.   Poor
5...............|..........4.........|............3...........|..........2............|….......1

1. *Graduates:* 553 graduates rated Information Systems as follows:

C. Trans.	(students)	Other Programs	(students)	Overall
4.38	283	4.36	270	4.37

2. *Early Leavers:* 19 early leavers rated Information Systems as follows:

C. Trans.	(students)	Other Programs	(students)	Overall
3.50	12	4.43	7	3.84

B. Faculty/Staff Survey of Services Results

	# Rating Service	Very Satisfied	Satisfied	Dis-Satisfied	Very Dis-satisfied	No Opinion	# Resp.
Computer Labs							
Faculty	63	33 (52.4%)	28 (44.4%)	2 (3.2%)	0 (0.0%)	37	100
Prof Staff	25	8 (32.0%)	15 (60.0%)	0 (0.0%)	2 (8.0%)	29	54
Tech/Para	8	4 (50.0%)	2 (25.0%)	2 (25.0%)	0 (0.0%)	12	20
Clerical	2	1 (50.0%)	1 (50.0%)	0 (0.0%)	0 (0.0%)	9	11
Serv Maint.	4	3 (75.0%)	1 (25.0%)	0 (0.0%)	0 (0.0%)	3	7
Total	*102*	*49 (48.0%)*	*47 (46.1%)*	*4 (3.9%)*	*2 (2.0%)*	*90*	*192*

Faculty/Staff Support Services Survey Results Continued

	# Rating Service	Very Satisfied	Satisfied	Dis-Satisfied	Very Dis-satisfied	No Opinion	# Resp.
Help Desk							
Faculty	99	56 (56.6%)	36 (36.4%)	4 (4.0%)	3 (3.0%)	3	102
Prof Staff	50	17 (34.0%)	26 (52.0%)	7 (14.0%)	0 (0.0%)	5	55
Tech/Para	19	11 (57.9%)	7 (36.8%)	1 (5.3%)	0 (0.0%)	1	20
Clerical	10	5 (50.0%)	5 (50.0%)	0 (0.0%)	0 (0.0%)	1	11
Serv Maint.	6	3 (50.0%)	3 (50.0%)	0 (0.0%)	0 (0.0%)	1	7
Total	*184*	*92 (50.0%)*	*77 (41.8%)*	*12 (6.5%)*	*3 (1.6%)*	*11*	*195*

	# Rating Service	Very Satisfied	Satisfied	Dis-Satisfied	Very Dis-satisfied	No Opinion	# Resp.
Information Systems							
Faculty	95	48 (50.5%)	34 (35.8%)	9 (9.5%)	4 (4.2%)	6	101
Prof Staff	45	15 (33.3%)	24 (53.3%)	6 (13.3%)	0 (0.0%)	9	54
Tech/Para	18	12 (66.7%)	5 (27.8%)	1 (5.6%)	0 (0.0%)	2	20
Clerical	10	6 (60.0%)	4 (40.0%)	0 (0.0%)	0 (0.0%)	1	11
Serv Maint.	6	2 (33.3%)	3 (50.0%)	1 (16.7%)	0 (0.0%)	0	6
Total	*174*	*83 (47.7%)*	*70 (40.2%)*	*17 (9.8%)*	*4 (2.3%)*	*18*	*192*

	# Rating Service	Very Satisfied	Satisfied	Dis-Satisfied	Very Dis-satisfied	No Opinion	# Resp.
Media Support							
Faculty	68	35 (51.5%)	25 (36.8%)	7 (10.3%)	1 (1.5%)	34	102
Prof Staff	35	12 (34.3%)	21 (60.0%)	1 (2.9%)	1 (2.9%)	20	55
Tech/Para	16	9 (56.3%)	5 (31.3%)	2 (12.5%)	0 (0.0%)	4	20
Clerical	6	2 (33.3%)	4 (66.7%)	0 (0.0%)	0 (0.0%)	5	11
Serv Maint.	5	3 (60.0%)	2 (40.0%)	0 (0.0%)	0 (0.0%)	1	6
Total	*130*	*61 (46.9%)*	*57 (43.8%)*	*10 (7.7%)*	*2 (1.5%)*	*64*	*194*

V.   Quality Review Summary

A. **Strengths:** Flexibility and adaptability are the primary strengths of the department. Personnel are available, trained, and motivated to meet the needs of the College. The IS department demonstrates strong support through their ability to quickly respond to changing needs, the reliability of the network services and effective business continuity processes, and with a staffed Help Desk with online capabilities. In addition, the department has enhanced professional development with a benchmark of 40 hours per year for a majority of team members. Much of the training is purchased with access as needed online which reduces travel cost on budget.

B. **Weaknesses:** Better coordination of equipment and software across campus is necessary for inventory and cost reduction purposes; however, not every division consults us on what to purchase and we must react instead of being proactive. Also note that divisions sometimes purchase computer services that are not controlled by the Information Systems Support Services, but sometimes are assumed as our department's services. Each area in IS currently works on security; however, the state legislation and the North Carolina Community College System Office has prioritized security and has codified CIS Controls and all institutions must comply with level one controls. Coastal is falling behind on meeting required security standards and may need additional personnel. Industry IT jobs are on the rise and the department is losing experienced personnel to other opportunities that offer higher pay and remote work. The number of devices assigned per user is becoming unsustainable.

C. **Progress and Response to Objectives Printed in 2020-21 Desktop Audit**

1. Develop and implement plans using Microsoft SCCM to push 60% or more of our software to end users, as needed. **CONTINUE**
2. Upgrade campus office suite to MS Office 2019. **CONTINUE**
3. Build more off-campus backup and disaster recovery methods and move critical backups to cloud. **CONTINUE**
4. Continue remote site support by installing dark fiber for Georgetown property. **COMPLETE**

5. Continue upgrading staff and faculty to A5 license that was purchased for college. **CONTINUE AS REVISED**
6. Replace current IS ticket system and Maintenance/Custodial ticket system with ServiceNow instance from System Office. **COMPLETE**
7. Continue moving critical backups off campus to cloud. **DELETED** – duplicate of #3
8. Move Colleague and support systems to AWS Cloud with system office support. **COMPLETE**
9. Move PortalGuard authentication system to cloud. **COMPLETE**
10. Move website to Cloud. **CONTINUE AS REVISED**
11. Implement Multi-Factor Authentication (MFA) to comply with security requirements. **CONTINUE**
12. Implement Agile SCRUM methods to improve efficiency of projects/tasks with system office support. **COMPLETE**
13. Implement new security camera system. **CONTINUE**
14. Replace credit card system with Touchnet solution with Business office. **COMPLETE**
15. Investigate and assist Instruction with LMS decisions and possible implementations. **CONTINUE**
16. Implement tech refresh for desktops/laptops/sympodiums/projectors. **COMPLETE AND ONGOING**
17. Implement Network Access Control system. **CONTINUE AS REVISED**
18. Investigate using Windows 11 and Office 2021 on campus. **CONTINUE**

D. Summary of Improvements and/or Budget Decisions Based On Analysis
1. Federal funds were approved to hire two temporary System Administrator to assist with upgrading and configuring the Microsoft SCCM system. After two rounds of interviews, we were unable to fill these.
2. 90% of the campus has been upgraded to Microsoft Office 2019.
3. The System Administrator team identified potential methods to move backups to the cloud.
4. The dark fiber to connect Georgetown to Coastal was completed.
5. 20% of the staff and faculty have been upgraded to the A5 Microsoft license.
6. Information Systems and Maintenance implemented ServiceNow for tracking incidents and requests in December 2021.
7. The System Administrator team migrated 22 servers, including Colleague, to AWS in February 2022.
8. The System Administrator team migrated PortalGuard to a cloud version in December 2021.
9. Information Systems will review the costs associated with moving the website to the cloud.
10. The System Administrator team investigated and tested different MFA methods.
11. Information Systems has 3 SCRUM teams that utilize Agile methods on a daily basis to improve project management/efficiency.
12. The servers for the new security camera system were received and installed in June of 2022.
13. The System Administrator team and the Business Office migrated to TouchNet for taking credit card payments in June of 2022.
14. The System Administrator team reviewed multiple LMS options and provided three faculty access to Moodle to review.
15. No new items were purchased for tech refresh this year. Client Services completed the installation of the previous year order.
16. Connectivity is reviewing options for a Network Access Control System.
17. The System Administrator team investigated the ability to push Office 2021 to computers. Client Services investigated what it would take to upgrade computers to Windows 11.
18. Connectivity was approved to use federal funds to rewire the Fine Arts and Trades buildings.
19. The System Administrator team was approved to use federal funds to purchase Blackboard & RedHat training for SA new hire.
20. Information Systems changed Microsoft support to a better plan that provides better benefits.
21. Connectivity was approved to use federal funds to upgraded network switches.
22. Information Systems was approved to use federal funds to purchase replacement laptops for SA & connectivity.
23. Information Systems attended the Nursing sim lab implementation meetings and provided input as necessary. Purchases and installation to be completed in the coming months.

E. Objectives/Action for the Next 1 to 2 Years
1. Develop and implement plans using Microsoft SCCM to push 60% or more of our software to end users, as needed.
2. Upgrade campus office suite to MS Office 2019.
3. Build more off-campus backup and disaster recovery methods and move critical backups to cloud.
4. Continue upgrading full-time staff and faculty to A5 license that was purchased for college.
5. Investigate various costs associated with moving website to Cloud.
6. Implement Multi-Factor Authentication (MFA) to comply with security requirements.

7. Implement new security camera system.
8. Investigate and assist Instruction with LMS decisions and possible implementations.
9. Implement tech refresh for desktops/laptops/sympodiums/projectors.
10. Investigate the need for a Network Access Control system.
11. Investigate using Windows 11 and Office 2021 on campus.
12. Migrate Blackboard to SaaS.
13. Implement new system (ILP) to provide LMS integration with Colleague.
14. Implement SurveyMonkey for campus-wide use.
15. Implement new CCR system – ADVANSYS.
16. Complete building re-wire for Student Center and Health buildings.
17. Secure all network switches in shared areas to comply with CIS Controls.
18. Investigate and implement data encryption solution for end user devices to comply with CIS Controls and FTC Safeguards.
19. Implement annual cybersecurity training to comply with CIS Controls.
20. Investigate and implement hardware and software inventory solution to comply with CIS Controls.
21. Implement account management controls to comply with CIS Controls.
22. Review current system security and provide recommendations on remaining CIS Controls and FTC Safeguards.

F. Program/Student Learning Outcomes

100% 1. Respond to the current State IT requirements to remain in full compliance.

99% 2. 95% of the time, there will be no reported disruption of Blackboard services for online students.

100% 3. 100% of technology available for classroom will be upgraded following the guidelines outlined in the inventory addendum of the Technology Plan.

87.9% 4. 80% of the faculty and staff surveyed on the Faculty/Staff Support Services Survey will indicate being very satisfied or satisfied with Information Technology.

91.8% 5. 80% of the faculty and staff surveyed on the Faculty/Staff Support Services Survey will indicate being very satisfied or satisfied with Help Desk.

100% 6. 90% of the time, there will be no reported disruption of services of the College's website.

4.37 7. Students surveyed on the Graduate/Completer Survey will rate Computer Resources on Campus 3.50 or above with 3.50 being above average on a 5-point scale.

3.84 8. Students surveyed on the Leaver Survey will rate Computer Resources on Campus 3.50 or above average with 3.50 being above average on a 5-point scale.

INSTITUTIONAL EFFECTIVENESS, RESEARCH, AND INNOVATION

I. Description

The purpose of the Office of Institutional Effectiveness, Research, and Innovation is to evaluate the educational quality and effectiveness of the College's instructional programs and support services, ultimately demonstrating the College's ability to fulfill its stated purpose.

The College's Evaluation System has the College Mission Statement at its foundation, while employing a variety of assessment methods and demonstrating the use of the results for the improvement of both educational programs and support activities.

II. Staffing

A. Staff Analysis: The Office of Institutional Effectiveness, Research, and Innovation is staffed by one vice president, one contracted coordinator for institutional effectiveness/professional development, one assistant to the vice president, and one research technical coordinator. Efficiency and response time for the Office of Institutional Effectiveness, Research, and Innovation has been improved through the incorporation and use of the data dashboards available through the System Office.

B. Program Review and Communicating Results: All curriculum programs, Continuing Education, and academic and support services were reviewed for 2021-22. Each department received a personal review and input was sought.

C. Maintain, Expand, or Reduce Programs Based on the Desktop Audit: The Onslow Early College High School was added in 2017-18. Some Business Technology & Legal Services programs are being reviewed for relevancy and viability. Several programs were fully transitioned to provide an online option as well as a seated option; examples include Associate in Arts and Associate in Science.

D. Support Services Review and Communicating Results: All support services were reviewed in 2021-22. Each department received a personal review and input was sought.

E. Faculty/Staff Input: Each department received a personal review and input was sought. Each Department Head and Division Chair met with the Vice President for Instruction and the Vice President for Institutional Effectiveness and Student Success to discuss program review, budgeting, program goals, objectives, and outcomes. Administrative functions were reviewed by the Vice President for Institutional Effectiveness and Student Success, the Vice President for Administrative Support, and the appropriate supervisor.

F. The Institutional Research Function of Institutional Effectiveness

1. Definition: Institutional research is the analysis of college information and data which supports institutional planning, evaluation, policy formulation, and decision making. Institutional research addresses issues and problems critical to the function of the College.

2. Planning and Evaluation of the Research Function: The Institutional Research function is on a yearly formal evaluation.

3. Institutional Research Measures:

a. Research Using Benchmarks with Annual Data:

1. Completion Rate – This analysis is evaluated on an internal benchmark of Unsatisfactory (0-49%) or Satisfactory (50-100%). Faculty and administration monitor the completion rate and take corrective measures if the rate indicates "Unsatisfactory."

2. Employer Satisfaction Survey Results – This analysis is evaluated on a five-point scale of one to five, with five equal to "Excellent." The "Unsatisfactory" internal benchmark is a rating below 3.0. Faculty and administration take corrective measures if the result indicates "Unsatisfactory."

3. Successful Placement – This analysis is evaluated on an internal benchmark of Unsatisfactory (0-49%) or Satisfactory (50-100%). Faculty and administration monitor the job placement and continuing education rate and take corrective measures if the rate indicates "Unsatisfactory."

4. **Student Opinion Surveys (Graduates and Early Leavers)** – This analysis is evaluated on a five-point scale of one to five, with five equal to "Excellent." The "Unsatisfactory" internal benchmark is a rating below 3.0. Faculty and administration take corrective measures if the result indicates "Unsatisfactory."

5. **Performance of Transfers After Two Semesters at a Four-Year College/University** – This analysis is benchmarked to the performance of all other community college students transferring to a four-year college/university. The "Unsatisfactory" internal benchmark is a GPA below that of all other community college transfer students.

b. **Research Using Annual Data Without Benchmarks:**

1. **Advisory Committees –** This data is provided to assist faculty and administration in ensuring that advisory committees meet annually and that input is used toward continuous improvement.

2. **Early Leavers –** This data is provided to assist faculty and administration in planning and focusing on why students leave early and provides an opportunity for assistance if the reason is one with which the College can provide assistance.

3. **Goal Accomplishment (Graduates and Early Leavers) –** This data assists faculty and administration in monitoring the program in relation to its fulfillment of the College Mission Statement.

4. **Certification/Licensure –** This data is provided to assist faculty and administration in goal achievement and for the identification of program quality improvements as appropriate.

5. **Program/Student Outcomes** – This data assists faculty and administration in monitoring a program in relation to its fulfillment of the College Mission and student learning outcomes.

6. **Performance of Freshmen in First College Level English and Math Course –** This data analysis assists faculty and administrators in monitoring the college performance of county-wide recent high school graduates.

c. **Research Using Three-and Five-Year Trends:**

1. **Equipment and Professional Development Expenditures** – This trend analysis is conducted to assist faculty and administration in monitoring the purchase of equipment, supplies, and professional development. This trend data is used to ensure that purchases of up-to-date equipment are made and to document participation in professional development.

2. **Enrollment by Program** – The trend of enrollments by FTE and headcount is monitored to assist faculty and administration in tracking enrollment growth and decline in order to plan and provide for expansion, modification, and/or reduction in a program.

3. **Number of Students in the UNC System from Coastal** – This trend analysis assists faculty and administration in monitoring the performance and trends of students transferring.

4. **Faculty (Staffing) Analysis** – This data assists faculty and administrators in monitoring the need for more or fewer full-time faculty by program and/or department.

5. **Occupational Extension Enrollment by FTE (Continuing Education)** – This data analysis assists the directors and Division Chair in planning their courses and establishing workforce needs for the next year.

G. **Operating Budget**

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2021-22	0	0	19,662	16,239	850	1,000
2020-21	0	0	40,197	25,223	557	360
2019-20	0	0	10,793	7,584	307	92
2018-19	0	0	9,582	29,663	1,994	2,837
2017-18	0	0	36,607	55,319	4,181	4,493

2020-21 – The funds requested included Career Coach for the QEP; however, expenditures were taken from Perkins Grant funding.
2018-19 – The actual expense in supplies is above that budgeted due to the approval for the Education Advisory Board research material.

III. Quality Review Summary

A. **Strengths:** The Office of Institutional Effectiveness, Research, and Innovation works closely with the Division Chairs, Directors/Coordinators, and supervisors throughout the College in order to strengthen the program and service review process so that it is meaningful as the avenue for continuous improvement. The processes and the documentation are utilized extensively as a decision making tool of the College. The office also coordinates all reaffirmation efforts of the institution.

B. **Weaknesses:** It is essential for the Office of Institutional Effectiveness, Research, and Innovation to initiate and conduct research projects in support of instructional programs and follow through with innovative solutions. This is in full support of designing a comprehensive student success model.

C. **Progress and Response to Objectives Printed in 2020-21 Desktop Audit**
1. Ensure the Institutional Effectiveness page on the website is comprehensive and engaging. **CONTINUE**
2. Obtain employment information on the Workforce Continuing Education programs of at least 96 hours that lead to licensure and certifications. **CONTINUE**
3. Track the number of completions that result from Finish First and implement additional strategies to increase program completions. **CONTINUE AS REVISED**
4. Revise the assessment strategies for the QEP so they are more summative in nature to document the impact of the QEP. **CONTINUE**
5. Provide a full array of professional development to include seated Instructors' Academy, Blackboard 101, Academy for Online Instructors, Faculty Mentoring, and the Quality Matters Academy. **COMPLETE AND ONGOING**
6. Implement a mid-year feedback and follow up for program Department Heads when the Desktop Audit review indicates low enrollment, placement, or retention issues. **CONTINUE AS REVISED**
7. Provide staff with training in Power BI in order to have more transparency with specific student data by using Power BI available from the dashboards. **DELETED**
8. Launch the Student Support Resources link for the Blackboard template to meet Quality Matters Standard #7. **COMPLETE AND ONGOING**
9. Train an additional Quality Matters Coordinator to assist faculty with submitting courses for Quality Matters review. **DELETED**
10. Develop a Systematic Program Evaluation for the Nursing programs in order to ensure the criteria for the assessment of the End-of-Program Student Learning Outcomes is comprehensive and monitored for continuous improvement. **COMPLETE**
11. Provide the necessary support and leadership to ensure all materials are prepared and submitted for Accreditation Commission for Education in Nursing (ACEN) accreditation for the Nursing programs. **COMPLETE**
12. Implement strategies to provide analysis and program improvements relative to success data as obtained from the data dashboards. **CONTINUE**

D. **Summary of Improvements and/or Budget Decisions Based On Analysis**
1. Numerous strategies were implemented by Success Coaches in order to engage students with high impact practices as identified by the QEP.
2. Orientation was extended to a year round activity and faculty navigators were provided year round as part of the QEP.
3. The Performance Measures for Student Services 2022 report identified Coastal as the highest performing institution with four platinum levels, two green, and one yellow level.
4. Success data compiled for 2021-22 indicated that 74.4% of students were successfully completing gateway courses with a "C" or higher grade.
5. The Learning Commons usage of the LRC is resulting in a greater number of students utilizing the academic and student support services available since their return to campus.
6. The Faculty Assembly's Recruitment and Retention Committee continues to develop Major-Specific Pathways (MSPs) for student who most commonly matriculate to the University of North Carolina Wilmington and East Carolina University.

E. **Program Objectives/Action for the Next 1 to 2 Years**
1. Ensure the Institutional Effectiveness page on the website is comprehensive and engaging.
2. Obtain employment information on the Workforce Continuing Education programs of at least 96 hours that lead to licensure and certifications.
3. Follow the guidance to complete the Finish First program and implement alternate strategies to identify

near completers.
4. Revise the assessment strategies for the QEP so they are more summative in nature to document the impact of the QEP.
5. Implement a specific Program Improvement Form to ensure Department Heads and faculty are collaborating to close the loop on identified areas for program improvement.
6. Implement strategies to provide analysis and program improvements relative to success data as obtained from the data dashboards.
7. Monitor and conduct follow-up for the NC BON Action Plan for increasing licensure rate.
8. Prepare necessary documents for the SACS 5th Year Report which will be submitted in September 2023.
9. Disaggregate student success data to identify any achievement gaps.
10. Prepare for the reorganization of Institutional Effectiveness with the retirement of the Vice President.

F. Faculty/Staff Survey of Services Results:

Research	# Rating Service	Very Satisfied	Satisfied	Dis- Satisfied	Very Dis- Satisfied	No Opinion	# Resp
Faculty	69	35 (50.7%)	28 (40.6%)	2 (2.9%)	4 (5.8%)	32	101
Prof. Staff	28	16 (57.1%)	11 (39.3%)	1 (3.6%)	0 (0.0%)	26	54
Tech/Para.	11	6 (54.5%)	5 (45.5%)	0 (0.0%)	0 (0.0%)	9	20
Clerical	2	1 (50.0%)	1 (50.0%)	0 (0.0%)	0 (0.0%)	9	11
Serv/Maint.	3	2 (66.7%)	0 (0.0%)	1 (33.3%)	0 (0.0%)	4	7
Total	*113*	*60 (53.1%)*	*45 (39.8%)*	*4 (3.5%)*	*4 (3.5%)*	*80*	*193*

G. Program/Student Learning Outcomes at Program Completion

100%   1. 100% of reports required by the NCCCS Annual Reporting Plan will be completed on time.

100%   2. 100% of instructional programs and administrative and educational support reviews will be conducted and documented annually through the Desktop Audit system.

92.9%   3. 80% of faculty and staff responding to the Faculty/Staff Support Services Survey will indicate being very satisfied or satisfied with Institutional Effectiveness, Research, and Innovation.

Met   4. 100% of the requests made by faculty or staff for assistance with research or planning will be met.

LEARNING RESOURCES CENTER (LIBRARY)

I. Description

The Learning Resources Center's purpose in supporting the Mission of the College is to anticipate and support the needs of Coastal's students, faculty, and staff. The library is committed to providing: 1) an organized and readily accessible collection of up-to-date materials needed to meet institutional, instructional, and individual needs of students, staff, and faculty; 2) an atmosphere conducive to study and research; 3) a staff qualified, concerned, and involved in serving the needs of the students, faculty, and staff; 4) a collection development program that includes print, electronic, and other non-print materials that directly support the academic needs of students; 5) access to the collections of other libraries; and 6) instruction in the use of resources to enable users to function in an information-driven society.

II. Staffing

The Learning Resources Center (LRC) staff includes three full-time librarians (which includes the Director of Library Services), one part-time librarian, two full-time library technical assistants, and one full-time acquisitionist.

III. Analysis of Desktop Audit Summary Data

A. The LRC currently meets Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) accreditation standards.

1. Staffing: The LRC/Library staff is highly trained and motivated to serve the needs of its patrons. A librarian is on duty at all times the LRC is open. Library staff participates in organizations and/or professional development opportunities that expand skills and experience, demonstrating interest in personal and professional growth.

2. Percent of College Budget Spent in Library: The budget is adequate; however, future technology resources are addressed on an annual basis to meet the needs of students, faculty, and staff using the LRC facility and resources. The System Office withdraws the College's proportionate share for SirsiDynix and NC LIVE before distributing the instructional and library materials dollar allocation to the member colleges. Size of collection: The LRC/Library has an appropriate collection size of 11,179 holdings (see Summary Data, section IV.A.4 and IV.A.5).

3. Assignable Square Feet (ASF): The LRC has completed the renovation of the 2nd floor, which includes the Library, the Writer's Center, and Math Lab. The 9,896 ASF is for the library space only (see Summary Data, section IV.A.6).

4. Number of Services: The LRC/Library offers a wide variety of services and resources, to include 45 public access computers, 30 of which are located in the Information Literacy Lab Room 231; an online union catalog of library materials housed both at Coastal and at other member North Carolina community colleges (CCLINC); three group study rooms with whiteboards, desktops, and monitors; 7 individual study rooms, including one with wheelchair access; course reserve materials; a wide variety of print and non-print media (including DVDs, audio, and e-books accessible through Hoopla and Libby Overdrive media platforms); 20 HP ProBook laptops for use in the library; portable charging units; headphones; anatomy models; orientation and information literacy instruction for students and faculty as requested; self-service; scanning; interlibrary loans; research coach appointments with a librarian in person or virtually using Blackboard Collaborate; additional online reference services through Ask-a-Librarian email; and 24/7 Chat Staff service offered through the North Carolina Community College System Office.

5. Information Technology: The College uses SirsiDynix, a web-based, integrated library system that is used by other North Carolina community colleges.

6. Patrons are able to access the Community College Libraries in North Carolina (CCLINC) online catalog on campus and remotely from the MyCCCC portal. NC LIVE, a massive online library collection of databases, provides free access to magazines, newspapers, scholarly-reviewed academic journal articles, and downloadable e-books, audiobooks, images, and videos. NC LIVE can be accessed on campus and remotely from the MyCCCC portal.

7. Students have access to 86 online databases from NC LIVE and an additional 61 databases offered through the LRC/Library.

8. Cooperative Agreements: The LRC has cooperative agreements with the North Carolina Community College System (CCLINC), NC LIVE, and military base libraries. In addition, cooperative agreements exist with the University of Mount Olive and the University of North Carolina Wilmington (UNCW).

B. Other Measures of the Library

1. Patron Count: The hourly patron count in the LRC increased by 55% during the 2021-2022 academic year. This increase is attributed to the return of students on campus after the COVID-19 pandemic. The LRC/Library welcomes every opportunity to use available technology to provide services to students and the community. The wide range of hours of operation, including being open in the evenings and on Saturdays, makes the library conducive to students' demanding schedules and learning needs.

2. Circulation and Reserve: Circulation and Reserve statistics increased by 646% in 2021-2022. Students return to in-person classes at the start of the 2021-2022 school year, attributed to an increase in library Circulation and Reserve requests.

3. Orientation and Informational Literacy Sessions: Statistics indicate that the number of orientation and information literacy instruction classes increased by 1,350% and student attendance increased by 912% during the 2021-2022 academic year. There was a 250% increase in the number of Research Coach sessions in 2021-2022. These sessions give students the opportunity to have individual time with a librarian to assist with finding relevant and credible resources, selecting research topics, navigating databases, and assisting with various citation styles.

4. NC LIVE: New databases from various vendors have been added to NC LIVE at the state level and changes are continually being made to the patron interface. The LRC staff is responsible for assisting students in maximizing the use of this ever-changing resource. Approximately 309,918 e-books are available through the vendors, which include ABC-CLIO, e-books on EBSCOhost, Home Grown e-books Collection, Gale Virtual Reference, RB Digital, Open Library, Credo Reference, and e-book Central Academic and Public Library Complete, and are useful as enhancements to the College's print book collection. For the 2021-2022 year, NC LIVE statistics reported 82,241 total searches were conducted by Coastal patrons on and off campus.

C. Other Measures of the Library

1. **Graduate Opinion Survey:** 562 respondents to the survey rated the LRC services as follows: (See Summary Data)
The College Transfer graduates rated the LRC above average.
All other graduates rated the LRC above average.

2. **Early Leavers:** 19 respondents to the survey rated the LRC as follows:
The College Transfer early leavers rated the LRC above average.
All other early leavers rated the LRC above average.

IV. Summary Data – LRC

A. Association of College and Research Libraries (ACRL) Standards Compliance

1. Staff Analysis

Year	Director	Public Serv. Librarian	Technical/Paraprofessional	Clerical
2021-22	1	2FT & 1PT	3	0
2020-21	1	2FT & 1PT	3	0
2019-20	1	2FT & 1PT	3	0
2018-19	1	2FT & 1PT	3	0
2017-18	1	2FT & 2PT	3	0

2. The LRC Budget as a Percent of Educational and General Expenditures (State)

Year	Percentage
2021-22	2%
2020-21	2%
2019-20	2%
2018-19	2%
2017-18	2%

3. LRC Expenditures

Year	College Total State Budget	LRC Budget	Expenditures	Book Budget	Expenditures
2021-22	32,832,225	503,809	500,495	46,916	46,916
2020-21	32,225,523	898,085	876,624	47,863	47,641
2019-20	31,874,847	456,438	441,476	50,098	48,878
2018-19	29,809,439	445,008	443,058	58,387	56,575
2017-18	29,244,710	443,427	439,596	53,452	47,018

2020-21 – The expenditures increased due to the expenditures associated with the renovation.
Note: Book Budget balance can be carried over for two years.

Year	Equipment		Supplies		Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2021-22	0	0	19,250	19,247	1,000	0
2020-21	395,770	397,909	21,350	21,836	500	0
2019-20	0	0	14,424	13,435	1,376	1,334
2018-19	0	0	17,939	16,976	963	645
2017-18	6,339	0	22,528	23,293	3,551	1,509

2021-22 – Conferences were still offered virtually without a cost, therefore the travel budget was not spent.
2020-21 – Budgeted minor equipment includes the new furniture purchased for the 2nd floor renovation.
2017-18 – Equipment budget funds were unable to be expended.

4. Library Holdings (Volumes)

Year	Acquisitions	Deaccessions	Total Volumes	Percent Change
2021-22	591	1,715	11,179	[9.46%]
2020-21	374	3,232	12,312	[22%]
2019-20	811	247	15,961	5%
2018-19	774	287	15,229	3%
2017-18	1,165	472	14,765	[9%]

5. Size of Collection for a Single Campus

Year	Volumes	Current Serial Subs	Video & Film	Other Items	Sound Recordings	Total
2021-22	11,179	27	912	402	7	12,527
2020-21	12,312	31	1,047	342	104	13,836
2019-20	15,961	30	1,098	762	516	18,368
2018-19	15,229	2	1,198	733	489	17,202
2017-18	14,765	40	2,024	196	1,456	18,481

6. Assignable Square Feet (ASF) for Learning Resources

	ASF
Total Space	9,896
User Stations	105

B. Other Measures of the Library

1. Patron Count

Year	Total	Percent Change
2021-22	18,934	55%
2020-21	12,193	[87%]
2019-20	95,491	[40%]
2018-19	159,724	[23%]
2017-18	206,552	1.4%

Note: Hourly "headcounts" are recorded.

2. Circulation

Year	Books/Reserve	Percent Change
2021-22	5,819	646%
2020-21	780	[88%]
2019-20	6,803	[17%]
2018-19	11,415	5%
2017-18	10,933	15%

3. Orientations and Informational Literacy Sessions

Year	# of Sessions	# of Students
2021-22	116	1,518
2020-21	8	150
2019-20	88	1,349
2018-19	137	2,265
2017-18	125	2,050

Research Coach Appointments

Year	# of Appointments
2021-22	211
2020-21	60
2019-20	237
2018-19	261
2017-18	222

C. Opinion Survey of LRC in 2021-22:

Excellent	Above Avg.	Average	Below Avg.	Poor
5………	………4…………	……3…………	………2…………	……1

a. *Graduates:* 562 graduates rated the LRC as follows:

C. Trans	(students)	Other Programs	(students)	Overall
4.49	287	4.41	275	4.45

b. *Early Leavers:* 19 early leavers rated the LRC as follows:

C. Trans	(students)	Other Programs	(students)	Overall
3.83	12	4.43	7	4.05

c. *Faculty/Staff Survey Results of Services:*

LRC	# Rating Service	Very Satisfied	Satisfied	Dis-Satisfied	Very Dis-Satisfied	No Opinion	Total Surveys
Faculty	89	56 (62.9%)	33 (37.1%)	0 (0.0%)	0 (0.0%)	13	102
Prof Staff	40	24 (60.0%)	16 (40.0%)	0 (0.0%)	0 (0.0%)	15	55
Tech/Para	12	7 (58.3%)	5 (41.7%)	0 (0.0%)	0 (0.0%)	8	20
Clerical	8	4 (50.0%)	4 (50.0%)	0 (0.0%)	0 (0.0%)	3	11
Serv Maint.	5	3 (3.0%)	2 (2.0%)	0 (0.0%)	0 (0.0%)	2	7
Total	*154*	*94 (61.0%)*	*60 (39.0%)*	*0 (0.0%)*	*0 (0.0%)*	*41*	*195*

V.   Quality Review Summary

A. Strengths: The LRC makes every effort to offer faculty, staff, and students as much as possible in the way of current library resources, technology, and reference services. The LRC offers a safe environment conducive to academic achievement.

LRC/Library programming such as the Hoopla Film Series; Graphic Novel Club; Faculty and Staff Book Club; Library Instagram account, which includes BookFace Friday; and connections with the IDEA (Inclusivity, Diversity, Equity, Access) Celebrations and Events Committee initiatives have become a vital and enriching connection to all sectors on campus.

The LRC's hours of operation, including Monday-Thursday, 7:00 am – 7:00 pm; Friday, 7:00 am – 5:00 pm; and Saturday, 9:00 am – 3:00 pm; provide access to library services over a wide variety of times.

B. Weaknesses: The library is lacking in student engagement outside of scheduled Informational Literacy sessions and library space. With the delay of the 1st floor renovation, the 1st floor space is underutilized.

C. Progress and Response to Objectives Printed in 2020-21 Desktop Audit

1. Continue faculty outreach to help market the library and its resources and services and rebuild the Information Literacy program. **CONTINUE AS REVISED** – Librarians facilitated and participated in Book Club, Coffee Talk with Librarians, and IDEA Team as well as assisted with other campus activities.
2. Investigate the implementation of a print management system. **DELETED** – The system in place previously deemed to need improvement was considered non-essential; current print expense totals are consistently manageable; therefore, the printing process in place remains.
3. Collaborate with the Division Chairs and Administration for the ongoing development of the Learning Commons. **CONTINUE AS REVISED**
4. Create and implement a marketing plan with PIO to promote the library as well as the other Learning Commons services in their new location. **CONTINUE** – Plans and ideas for marketing the Learning Commons services within their new location were discussed with further planning to be established within the approaching year.
5. Collaborate with the IDEA Team to plan events in conjunction with the themes of the well-established Hoopla Film Series. **COMPLETE AND ONGOING** – Offered monthly films and library resource-related themed displays.
6. Determine strategies to re-establish the One Book, One Campus program. **CONTINUE AS REVISED**

D. Summary of Improvements and/or Budget Decisions Based On Analysis

1. With dedicated teamwork, the completion of the renovation and move to the 2nd floor was a huge accomplishment for the library.
2. The Hoopla Film Series has become a success using a virtual platform so more students, faculty, and staff can participate.
3. The purchase of the Libby/Overdrive platform offers thousands of audio and e-books to our patrons, which increases the digital/electronic circulation of the LRC IPEDS report.
4. The completion of major weeding of the print collection allowed room for the collection to be moved upstairs.
5. The Graphic Novel club has provided a supportive space for those students with an interest in graphic novels and the art of storytelling.

E. Program Objectives/Action for the Next 1 to 2 Years

1. Continue faculty outreach to help market the library, its resources and services, and the Information Literacy program.
2. Collaborate with Student Services, the Division Charis, and Administration for the ongoing development of the Learning Commons.
3. Create and implement a marketing plan with PIO to promote the library as well as the other Learning Commons services in their new location.
4. Research the viability of the One Book, One Campus program strategies to re-establish the One Book, One Campus program.
5. Collaborate with Student Services Department to continue communicating a positive environment of support for all students.
6. Investigate and review Library staff job descriptions and hours of availability to work with students.
7. Organize a plan to establish the "Librarians on the Move" process and schedule to increase student engagement.

8. Investigate the idea of leasing books to meet patron demand and increase circulation.
9. Establish a Young Adult (YA) reading room to house graphic novels, popular YA fiction, and comfortable seating to support Early College and Career and College Promise students.
10. Continue to address weeding of the collections in order to maximize Learning Commons space.
11. Analyze the need to collect the data associated with the various activities associated with the library.

F. Program/Student Learning Outcomes at Program Completion

100% 1. Provide 100% of faculty requests for information literacy instruction.

90% 2. Use 90% of the current operating instructional resources budget provided for new print and electronic resources, including databases and e-book support instruction.

4.45 3. Students surveyed on the graduate survey will rate Learning Resources services 3.50 or above, with 3.50 being above average on a 5-point scale.

4.05 4. Students surveyed on the leaver survey will rate Learning Resources services 3.50 or above, with 3.50 being above average on a 5-point scale.

100% 5. 90% of faculty and staff surveyed by the Faculty/Staff Support Services Survey will indicate being very satisfied or satisfied with the Learning Resources services.

Marketing / PIO / Foundation

I. Description

The Public Information Office is responsible for the public relations and marketing functions of Coastal Carolina Community College. The office maintains strong relationships with the local and regional media representatives and places all media buys for marketing of Curriculum, Continuing Education, and community service programs at the College. The staff members are responsible for press releases, publications, and distribution of publications which include the College Catalog, semester schedules, brochures for individual educational programs, and other promotional materials. Special events promoting campus activities are coordinated through the Public Information Office. In addition to public information, the staff is responsible for the administration of the Coastal Carolina Community College Foundation, Inc. The Coastal Carolina Community College Foundation, Inc. is a 501(c)3 tax-exempt nonprofit organization under Federal and North Carolina law. The objectives of the College Foundation are to receive private gifts, bequests, and donations and to account for, manage, and help appreciate monies or property donated to the College Foundation.

To help ensure the purpose and objectives of the College, Coastal Carolina Community College Foundation, Inc., was formed to provide financial and other support beyond that which can be obtained through normal sources. The College Foundation provides funds, at the discretion of its Board of Directors, to support programs and activities of the College which promote College objectives.

II. Analysis of Desktop Audit Summary Data

A. Campus Fund Drive: The Campus Fund Drive totaled $19,767 for 2021-22.

Community Fund Drive: The Community Fund Drive cash gifts for 2021-22 totaled $336,311.

The Foundation established six new endowed scholarships during the fiscal year.

B. Foundation Assets: The Foundation assets for fiscal year 2021-22 exceed $8.5 million.

C. Foundation Scholarship Awards: The total scholarship awards for 2021-22 totaled $137,822. Note: $40,935 was expended from the College Store funds for Industrial Technology grants, as approved by the College's Board of Trustees and administered by the College Foundation. Also, the Foundation purchased $6,119 in textbooks for the Edward Smith Textbook Lending Library. During 2021-22, an unduplicated headcount of 201 students received books.

D. Staff Analysis: The Marketing/PIO/Foundation Office is staffed with a full-time Public Information Officer/Executive Director, College Foundation, Inc.; one full-time Office Manager; one full-time Graphic Artist/Webmaster; and one full-time Creative Strategy Specialist.

III. Summary Data

A. Campus Fund Drive

Year	Dollars	Percent Change	Number of Coastal Employees
2021-22	19,767	(18%)	72
2020-21	23,996	(10%)	131
2019-20	24,547	(18%)	160
2018-19	30,055	(8%)	164
2017-18	36,099	2%	170

Number of donors is within the Campus Fund period of 2021-22, not within two academic years as previous years were calculated.

B. Community Fund Drive (Including Non-Cash Contributions)

Year	Dollars	Percent Change	Non-Cash
2021-22	336,311	184%	3
2020-21	118,412	(47%)	3
2019-20	222,999	(18%)	2
2018-19	270,445	2%	0
2017-18	266,729	(2%)	0

2021-22 – One donation totaled $200,000.

C. **Foundation Assets**

Year	Dollars	Percent Change
2021-22	8,537,278	28%
2020-21	6,663,940	1%
2019-20	6,362,885	4%
2018-19	6,138,021	0%
2017-18	6,137,951	7%

D. **Foundation Scholarship Awards**

Year	Dollars	Percent Change	Number of Awards	Percent Change
2021-22	96,887	(1%)	62	3%
2020-21	97,984	(28%)	60	(44%)
2019-20	134,743	(8%)	107	(34%)
2018-19	146,707	(12%)	161	(11%)
2017-18	164,575	8%	182	1%

2021-22 – The HERRF Act funding met the needs of some of the Foundation scholarship students; therefore, reducing the overall number of awards from the Foundation.
Note – Beginning 2018 the overall enrollment for the College began to decline, reasons include Hurricane Florence, Hurricane Matthew, and COVID-19.

E. **Industrial Scholarship Awards**

Year	Dollars	Percent Change	Number of Awards	Percent Change
2021-22	40,935	50%	16	(6%)
2020-21	27,220	(44%)	17	(1%)
2019-20	47,911	172%	18	80%
2018-19	17,586	(37%)	10	0
2017-18	27,982	31%	10	0

Board of Trustees increased Industrial Scholarship awards to $50,000 for 2019-20 academic year.
.

F. **Faculty/Staff Survey Results of Services:**

	# Rating Service	Very Satisfied	Satisfied	Dis-Satisfied	Very Dis-Satisfied	No Opinion	# Resp.
College Foundation							
Faculty	84	61 (72.6%)	23 (27.4%)	0 (0.0%)	0 (0.0%)	17	101
Prof Staff	41	24 (58.5%)	17 (41.5%)	0 (0.0%)	0 (0.0%)	11	52
Tech/Para	17	14 (82.4%)	3 (17.6%)	0 (0.0%)	0 (0.0%)	3	20
Clerical	7	4 (57.1%)	3 (42.9%)	0 (0.0%)	0 (0.0%)	4	11
Serv Maint.	3	3 (100.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	4	7
Total	*152*	*106 (69.7%)*	*46 (30.3%)*	*0 (0.0%)*	*0 (0.0%)*	*39*	*191*

	# Rating Service	Very Satisfied	Satisfied	Dis-Satisfied	Very Dis-Satisfied	No Opinion	# Resp.
Public Information/Marketing							
Faculty	79	30 (38.0%)	31 (39.2%)	10 (12.7%)	8 (10.1%)	22	101
Prof Staff	44	17 (38.6%)	23 (52.3%)	2 (4.5%)	2 (4.5%)	11	55
Tech/Para	17	12 (70.6%)	4 (23.5%)	1 (5.9%)	0 (0.0%)	3	20
Clerical	5	3 (60.0%)	2 (40.0%)	0 (0.0%)	0 (0.0%)	6	11
Serv Maint.	4	2 (50.0%)	2 (50.0%)	0 (0.0%)	0 (0.0%)	3	7
Total	*149*	*64 (43.0%)*	*62 (41.6%)*	*13 (8.7%)*	*10 (6.7%)*	*45*	*194*

IV. Quality Review Summary

A. Strengths:

1. The College Foundation staff work cooperatively with Financial Aid Office staff and other faculty and staff throughout the College to determine the financial needs of student applicants to provide resources for students to help ensure student success.
2. The staff of the Public Information/College Foundation Office provide support and services for students, faculty, staff, corporate and small business employees and owners, and area residents to provide educational and extracurricular activities for students and cultural events for the community. Additional information is received and provided to determine the effectiveness of programs and marketing efforts and any concerns that may exist in the marketplace for the College.
3. The Public Information/College Foundation staff members are committed to providing excellence in customer service for internal and external customers.
4. The College Foundation provided scholarship assistance for 62 students. Of these students, 56% do not receive any other type of financial assistance, and another 19% did not receive adequate financial assistance to support the cost of tuition, for a total of 82%.
5. The College Foundation's 2021-22 financial audit was received with no reportable conditions.

B. Weaknesses/Challenges:

1. A continuous challenge to PIO is measuring the effectiveness of specific marketing efforts for both Curriculum and Continuing Education programs.
2. Prioritization of requests and completion of requests from various faculty, staff, and Departments/Divisions remains a challenge.
3. Given the demands from various areas of the College, there is a need to clarify the College's marketing approach in terms of a unified plan.
4. The Office of the College Foundation needs to develop stronger outreach programs to faculty and staff members to showcase what services the College Foundation provides Coastal students.
5. Community awareness needs to be strengthened to ensure individuals understand the purpose of the College Foundation.

C. Progress and Response to Objectives Printed in 2020-21 Desktop Audit

1. Develop workshop sessions to educate concerning the use of new style guide. **CONTINUE AS REVISED**
2. Investigate new fundraising opportunities. **CONTINUE**
3. Review bylaws and mission of the College Foundation. **DELETED**
4. Create a web-based newsletter for alumni, donors and friends of the College. **CONTINUE**
5. Work with a multi-media buyer to access more advertising spaces and add a new digital presence with geofencing. **CONTINUE**
6. The College Foundation will investigate use of Smith Textbook Lending Library related to inclusive access and digital literature. **CONTINUE AS REVISED**
7. Review and approve the bylaws and mission of the College Foundation by the Board of Directors of the College Foundation. **CONTINUE**

D. Summary of Improvements and/or Budget Decisions Based On Analysis

1. Weekly meetings were established between Student Services and PIO to work toward enrollment strategies and student club and organizations outreach.
2. Relationships were strengthened with local news media to provide new advertising opportunities and commercials.

E. Program Objectives/Action for the Next 1 to 2 Years

1. Develop workshop sessions to educate employees concerning the use of the new style guide.
2. Investigate new fundraising opportunities.
3. Create a web-based newsletter for alumni, donors, and friends of the College.
4. Work with a multi-media buyer to access more advertising spaces and add a new digital presence with geofencing.
5. Investigate the use of Smith Textbook Lending Library related to inclusive access and digital literature.
6. Review and approve the bylaws and mission of the College Foundation by the Board of Directors of the College Foundation.
7. Develop etrieve forms to support faculty, staff, and students' needs.

8. Review strategies to increase employee support for the Foundation.

F. Program/Student Learning Outcomes at Program Completion
1. Scholarship and grant recipients will have continued enrollment and maintain a minimum cumulative grade point average.

100%
   a. Ninety percent (90%) of all College Foundation scholarship/grant recipients will have continued enrollment with a minimum 2.0 cumulative grade point average within their programs of study, successfully transfer, and/or graduate.

94%
   b. Seventy-five percent (75%) of Industrial Technology Grant recipients will have continued enrollment with a minimum 2.5 cumulative grade point average within their programs of study and/or graduate in 2021-22.

100% 2. The PIO staff will provide support and marketing services to 100% of the instructional divisions and instructional support services.

100% 3. The PIO/College Foundation will enter into new partnerships in support of community outreach. Six new endowed scholarship funds were created during 2021-22. The College Public Information Office staff provided significant support for American Red Cross, United Way, and the Swansboro Area Chamber of Commerce Business Expo.

84.6% 4. 80% of faculty and staff surveyed by the Faculty/Staff Support Services Survey will indicate being very satisfied or satisfied with Public Information/Marketing services.

100% 5. 80% of faculty and staff surveyed by the Faculty/Staff Support Services Survey will indicate being very satisfied or satisfied with the College Foundation services.

PUBLIC SERVICE

I. Description

Public Service encompasses all those activities whereby Coastal Carolina Community College facilities are provided to the community, faculty, staff, and students for participation in public service activities to improve the community and their own civic awareness.

II. Public Service

A. Facilities and Grounds Use

Planning: This is informal and focused on providing community access to the College facilities. The procedure is such that a community person, agency, or organization can complete a "Facilities Usage Application" by "Non-Student Groups," and upon approval of the College President, the facilities are made available.

Evaluation: Verbal and written comments of appreciation and/or concern are used by the College to improve the process and/or service. The comments have been overwhelmingly positive.
The College has 15 buildings. In 2021-22, the community used a total of 12 buildings with a total of 1,162.5 hours and 19,912 participants.
Below is a breakdown of the facility and grounds usage:

Buildings	Number of times used	Hours	Participants
Basketball Court	2	8	50
Bear Creek Training Grounds	1	18	20
Fine Arts	95	357.5	4,845
Guy Business Technology	12	70	1,130
Health Occupational Science	4	13.5	419
Henderson Administration Board Room	4	13	66
Henderson Administration Conference Room	6	15	74
Hurst Continuing Education	21	69.5	905
Learning Resources Center	25	90.75	1,110
Melton Skills Center	6	30.5	935
Mills Math and Science Technology	3	10.75	415
Multipurpose	2	12.5	825
Parking Lots	60	267.5	4,570
Ragsdale	1	8	450
Respass Trades	4	15	933
Student Center Commons	20	88	975
Student Center Conference Room	13	41	1,170
Student Center Patio	6	30	900
Track Field	2	4	120

B. Faculty/Staff/Student Community Participation

Planning: This is informal and focused on extending the College Mission and service into the community. Community participation is reviewed with new faculty during the New Faculty Orientation.

Evaluation: Coastal values faculty/staff/student and administration participation in community service activities. The Faculty Performance Appraisal and Development Form, under the section for Professional Development, provides an opportunity to list participation in community and civic activities. In addition, Coastal honors faculty through the Educator of the Year awards program, which also considers public service participation important.

1. **Faculty**
   The 2021-22 recipients honored through the Educator of the Year awards were:

Kellie French, Instructor, English
Mariah Lentz, Instructor, Spanish
Gina Reinhart, Instructor, Biology
Jennifer Robertson, Instructor, Dental
David Wainaina, Instructor, Mathematics
Teresa White, Department Head/Instructor, Criminal Justice and Forensic Science

Teresa White will be the College's nominee for the 2022 North Carolina Community College System/RJ Reynolds Excellence in Teaching Award.

2. **Music, Art, & Drama**
   During the fiscal year (July 2021-June 2022), the Fine Arts Department (Music, Theatre, and Visual Arts) participated in a variety of performances, lectures, and demonstrations that engaged students, staff, and faculty at Coastal Carolina Community College as well as the general public. After the preceding year of COVID-19 limitations, most all activities resumed without restrictions on seating or spacing. Approximately 2,170 people participated in and viewed events during the academic year.
   1. Music Department: During the 2021-2022 academic year, approximately 1,720 people from the College and community participated in events sponsored by the Music Department. In Fall 2021, the Music Department sponsored a general student recital, a jazz ensemble concert, and a sophomore recital. The Coastal Carolina Community Choir performed a holiday concert in December 2021 and participated with local Onslow County Schools students in a Choral Holiday Sing led by an outside clinician and sponsored by our college. The Music Department also hosted two lunchtime concerts and one evening concert featuring Dr. James Schmidt and Christopher Ellis. In Spring 2022, general music recitals, a jazz ensemble concert, and sophomore recitals were held. In addition, the visiting artists, Duo Guitiano, performed on campus. The full-time and adjunct faculty performed a "Children and Music" concert. MUS 137 Orchestra was once again offered as a curriculum course in Spring 2022, and the Coastal Carolina Community Orchestra performed in March 2022.
   2. Theatre Department: During 2021-2022, 350 people attended theatre events in person. In Fall 2021, the New River Players presented *Wait Until Dark*, with 154 in attendance. In Spring 2022, the New River Players performed *Rossum's Universal Robots* to an audience of 196 in Bodenhamer Auditorium. The Spring performance incorporated original music by Dr. Barry Morse.
   3. Visual Arts Department: In Fall 2021-Spring 2022, approximately 100 people attended Visual Arts events. Neither the Annual Public Art Exhibition nor the Annual Student Art Exhibition were held. In Spring 2022, the Visiting Artist Series, with guest Sharif Bey, incorporated class demonstrations and a public lecture.

3. **Graphic Designer/Webmaster**
   Planning: This is informal and focused on extending the College Mission and service into the community.

   Evaluation: Verbal and written comments and/or concerns are used by the Graphic Artist/Webmaster to refine the process and/or services.

   Many of the local businesses, nonprofit organizations (Red Cross, United Way, Onslow County Senior Services, etc.), city and county officials, school officials, etc., call on the College's Graphic Artist/Webmaster to provide graphic designs and assistance. The College's Graphic Artist/Webmaster has assisted those businesses or organizations who wish to sponsor Foundation scholarships by providing graphic layouts of specialized scholarship application forms, providing promotional support material for a local American Red Cross Blood Drive and the local United Way annual fund drive, providing design assistance for the Onslow Early College High School, and providing NCCC Award Flyers for the Small Business Center Network. The Graphic Artist/Webmaster is also responsible for the College webpage and all updates to be placed within the domain.

4. **Student Clubs and Organizations**
   Planning: This is formal and focused on extending the College Mission and service into the community. Formal planning is conducted between the club/organization leadership/advisor and the Student Activities Advisor and Counselor.

   Evaluation: This is formal and based on the College SGA constitution and bylaws.
   In 2021-22, a total of 23 active student clubs and student organizations on campus were asked to participate in campus activities and community service.

   College clubs are as follows:

   ***Aspiring Business Leaders & Entrepreneurs* (ABLE)**

   The purpose of ABLE is to bring students of Coastal Carolina Community College together to provide opportunities for networking, business related ventures, and providing scholarships to qualifying students. The goal of ABLE is to bring together like-minded aspiring future and current business entrepreneurs to gain additional information needed to be successful in the business industry.

   Café Con Leche (Spanish Club)

   The members of Café Con Leche bring a better understanding of Hispanic culture to Coastal students, faculty, and staff through music, food, and other activities. Their goal is to provide a support system and network for those with a mutual desire to learn about cultures in Spanish-speaking countries.

   Christian Campus Ministry (CCM)

   The CCM club is a non-denominational gathering of students who desire to study the Bible and apply it to their daily lives. The purpose of the club is to promote an understanding of the Bible, influence unity and morality among students and faculty, and offer positive contributions toward academic achievement, overall success, and well-being.

   Coastal Alliance: LGTBQIA

   The sole purpose of this organization is to be a beacon of optimism for the students of Lesbian, Gay, Transgender, Bisexual, Questioning, and Intersex community and its Allies at Coastal Carolina Community College. The club serves as a source of support and education. The club promotes activism, reflection, community outreach, and positive changes.

   Coastal Carolina Veterans' Club

   The purpose of the Coastal Carolina Veterans' Club is to create comradery amongst Coastal Carolina Community College veterans, along with helping them reintegrate into the educational environment and to provide support for academic success.

   eXtreme Science Club

   This club provides, promotes, and supports experiential science activities. The activities are designed to relate to possible career choices within the sciences and to take advantage of resources that are available within the local community. When it comes to science, eXtreme Science Club members want to live it, see it, do it!

   Fine Arts Society – Arts Division

   The purpose of this club is to promote education and public interest in the visual arts, while interacting with art enthusiasts and encouraging emerging artists at Coastal Carolina Community College.

Fine Arts Society – Drama Division

The mission of the Drama Club is to promote knowledge of theatre practice through involvement in various activities, events, and performances. We seek to involve the entire Coastal community in immersion and enjoyment in various forms of theatre art for entertainment and education.

Fine Arts Society – Music Division

The purpose of this organization is to provide students of Coastal Carolina Community College a support system that includes faculty and peers, a network of connections by which they may obtain additional resources, and insight into the dynamic face of the music world today.

Graphic Novel Club

The mission of the Graphic Novel Club is to bring students together with a mutual interest in graphic novels. The club provides an opportunity for students to discuss relevant graphic novels and share ideas about art and the art of storytelling. The Graphic Novel Club meets every two weeks.

Health and Fitness Science Club

The purpose of this organization is to provide fellowship and support to students in the Health and Fitness Science program and prepare the Health and Fitness Science students for membership and participation in professional Health and Fitness organizations. Professional growth and development are encouraged through group learning and community service projects.

International Culinary Club

The mission of this club is to introduce students to, and expand their knowledge of, the intricacies of international cuisines as offered by authentic ethnic restaurants and stores in the region.

Medical Laboratory Technician Lab Rats Club

The purpose of this club is to enhance learning activities of current Medical Laboratory Technician (MLT) students, and students interested in the MLT program, to promote the profession campus wide and within the community. They seek to support the members of the MLT program, and raise awareness of the MLT program at Coastal Carolina Community College.

Minority Male Success Initiative (MMSI)

The Minority Male Success Initiative is a club designed and structured to enhance the educational success of all minority males currently enrolled at Coastal Carolina Community College. The target group for each school year will be all incoming first-year minority male students attending the college. However, Coastal will continue to serve any and *all students* at the College interested in becoming a member of MMSI.

WHO IS A MINORITY MALE

According to the United States Department of Education, the term "minority" means American Indian, Alaskan Native, Black (not of Hispanic origin), Hispanic (including persons of Mexican, Puerto Rican, Cuban, and Central or South American origin), Pacific Islander or other under-represented ethnic group.

Paralegal Society

The Paralegal Society is for students enrolled in the Paralegal Technology program. It is a student affiliate of the National Association of Legal Assistants, organized to further paralegal education and   to encourage a high degree of ethical and professional attainment. The Paralegal Society sponsors educational programs and attendance at professional seminars in cooperation with the

legal profession: the National Association of Legal Assistants, Inc. and the North Carolina Paralegal Association.

Phi Theta Kappa Honor Society (PTK)

This is an international honor society for students enrolled in a two-year college. Membership is by invitation only, and is extended to students who are enrolled in a degree program, have completed at least 12 semester hours at Coastal, and have achieved a cumulative grade point average of 3.55 or better. Phi Theta Kappa's purpose is to promote academic excellence through the society's four hallmarks: leadership, scholarship, service, and fellowship.

Psi Beta Honor Society

As a national honor society in psychology for students enrolled in a two-year college, membership is extended to students who: are enrolled in a degree program, have completed a college psychology course with a grade of B or higher, have completed at least 12 semester hours at Coastal, have achieved a cumulative grade point average of 3.25 or better, and have an interest in psychology. Psi Beta's mission is to encourage professional development and psychological literacy of all students at two-year colleges through promotion and recognition of excellence in scholarship, leadership, research, and community service.

Scrub Club (Surgical Technology)

The purpose of the Scrub Club is to assume the responsibility for contributing to surgical technology education and promoting the importance of the surgical technology field. Members will aid in the development of the whole person, his/her professional role, and responsibility for the healthcare of people of all diversities.

Service Learning

Designed as an extra credit option for some classes, this program is an instructional methodology that integrates community service with academic instruction as it focuses on critical and reflective thinking and civic responsibility. Students are involved in organized community projects that address local needs while developing their academic skills, sense of civic responsibility, and commitment to the community.

Social Sciences Club

The goals of the Social Sciences Club are to look beyond the often-neglected and taken-for-granted aspects of our social environment and examine them in a fresh and creative way, utilizing sociological imagination and perspective; to provide additional opportunities for Coastal students to develop sociological skills for all future occupations; and to promote a sense of civic, campus, and personal responsibility through voluntary membership and research. Club membership consists of students with an interest in sociology, regardless of their curricula.

Star of Life

This association has the purpose of providing fellowship and support to students in the Emergency Medical Science field and ensuring the continuation of the Star of Life endowed scholarship program. The organization is open to Coastal students already enrolled in the Emergency Medical Science curriculum as well as those students who are seeking admittance.

S.T.E.M. Club

The purpose of this organization is to bring students together with a mutual interest in science, technology, engineering, and mathematics. The club will provide an opportunity for students to discuss these topics and explore the application of STEM in the real world.

Student Government Association (SGA)

The SGA is designed to promote the general welfare of the College in a democratic fashion and to facilitate communication between the student body, the faculty, and the administration. The SGA provides a means through which students can promote interest in student activities both on and off campus. The President of the SGA serves as the student trustee on the College Board of Trustees.

STUDENT SERVICES

I. Description

Student Services focuses on student learning and provides instructional support that enhances the success of students. The objectives of Student Services listed below support the College's educational goals and illustrate the commitment of the College in meeting the needs of its students:

1. To provide educational and career counseling for students;
2. To provide academic placement services;
3. To provide an orientation program designed to promote adjustment to the educational program, standards, and philosophy of the College;
4. To ensure educational opportunity for students by providing federal, state, and local financial services; Federal Veterans Educational Entitlement services; Tuition Assistance services; and Deferred Payment services;
5. To support the standards of behavior that the College considers essential to its educational Mission;
6. To maintain accurate, secure, and confidential student records, according to federal and state guidelines;
7. To provide a program of extracurricular activities for the comprehensive development of each student;
8. To assist the Student Government Association in promoting the general welfare of the College by facilitating communication between the student body, faculty, administration, and staff; and
9. To provide career planning, assessments, training, college transfer advising, and placement services to students and the general public.

Student Services assistance is provided at the main campus, off-campus extension sites, and electronically via the College website. In addition, the extension offices aboard MCB Camp Lejeune and MCAS New River provide information about various military educational opportunities and services such as Tuition Assistance.

II. Analysis of Desktop Audit Summary Data

Staff Analysis: Student Services on the main campus is staffed by 35 full-time and 16 part-time staff. (See item IV.A)

Registration Analysis (All Sites): The total headcount for AY 2021-2022 reflects changes from the previous year's count as follows: (See item IV.B.2)

Fall 2021	3,670	0.77% ↑	Spring 2022	3,447	1.15% ↓	Summer 2022	1,918	0.32% ↓
Fall 2020	3,642	6.01% ↓	Spring 2021	3,487	7.65% ↓	Summer 2021	1,924	0.47% ↓

First Time (New) Student Registration: 64% percent of prospective first-time (new) students who applied in 2021-2022 were enrolled. (See item IV.C)

Orientation: New students may attend student information and orientation programs on campus to help with their successful transition into the College. For AY 2021-2022, 1,558 students attended New Student Orientations, 455 attended Career and College Promise Orientations, and 737 attended group scheduling (See item IV.D). Additionally, in Spring 2022 New Student Experience began offering targeted New Student Orientation programs specialized for Allied Health Applicants and Industrial Technology Applicants and will continue to improve upon this idea, focusing on the programs that demonstrated highest attendance.

Counselors/Advisors: Academic Counselors and Advisors are trained to assist students from all programs and provide the following services: admissions information, course advisement, academic advising, and referral assistance for career counseling through the College's Career Center. Each Counselor or Advisor is also assigned one or more specific curriculum areas in which they serve as the lead facilitator for recruitment, admissions, and program applicant selection. Specific Counselors or Advisors with appropriate education and experience are available to assist students with ADA accommodations, substance abuse, and agency referrals. In AY 2021-2022, advising and counseling staff assisted 18,883 students (duplicated) to include 8,705 students who visited the Student Center (duplicated), 1,818 students who completed New Student Orientation, 561 students who participated in Group Scheduling, and 7,799 Career and College Promise appointments (duplicated). (See item IV.E). Academic Counselors, Advisors and other Student Services staff continued to facilitate the placement testing process for applicants, including both Early College and Career and College Promise Program applicants, and coordinate school visits as part of the recruitment process.

Placement Testing: Administration of placement testing reflected a 32% decrease for AY 2021-2022 from 1,362 to 920. This number is comprised of 581 students who completed RISE placement testing, 332 students who completed HESI testing, and 7 students who completed the Spanish placement test. Students who meet the requirements for Multiple Measures do not require a placement test, and the implementation of RISE impacted the number of placement tests administered. (See item IV.F)

Career and College Promise
High school enrollment within the Career and College Promise Program continues to grow each term, reflecting a 35.11% increase in CCP student enrollment at the beginning of the AY for 2021-2022. As students and parents continue to familiarize themselves with the benefits of dual enrollment, the number of students applying and registering for courses grows. (See item IV.G)

College Liaison Outreach
During 2021-2022, a third College Liaison was employed to assist with outreach to Onslow County Schools. The College Liaisons are responsible for making school visits, meeting with high school students, serving as a resource for high school counselors and administrators, and responding to inquiries from other stakeholders (e.g., parents or other community members). The College Liaisons continue to promote all of the College's offerings, to include, but not limited to: Continuing Education, Curriculum, and dual enrollment programs. (See item IV.H)

College Career Center
Visitors to the Career Center remained consistent, with 293 in AY 2020-2021 to 292 in 2021-2022. To increase awareness about career services and resources, students who are uncertain about their program of study or request greater assistance in career exploration are now connected with the Student Activities and Career Placement Advisor during New Student Orientation and other outreach events. (See item IV.I)

Financial Aid: For AY 2021-2022, actual Pell Grant awards decreased to 1,571, which is consistent with the overall enrollment decrease. Federal Work-Study (FWS) funding for the FWS program resulted in 28 FWS jobs available to eligible students. (See item IV.J)

Deferred Payment: In AY 2021-2022, 221 students utilized the Deferred Payment Program.

Veterans Affairs (VA): Students utilizing VA Educational Entitlements decreased from 1,705 to 1,455. (See item IV.K)

FTE Auditor Report: There were no audit exceptions or concerns for AY 2021-2022. (See item IV.L)

Opinion Survey of Student Services: Overall, survey results from students, faculty, and staff reflect favorably on the efforts of Student Services. (See item IV.N)

Summary of Student Activities: The COVID-19-related situation did impact student overall participation, as some activities were transformed into remote/virtual events. Student Activities still sponsored events during 2021-2022, to include, but not limited to: Campus Blood Drive, Fall/Spring Club Rush, Fall Festival, Constitution Day, Fall Pizza Nights, Black History Month, Veterans Appreciation Day, Faculty Appreciation Day, and Spring Fling. The Branch Out continues to welcome new students to the college and connect them to resources on campus that will help them be successful students. Clubs continue to maintain attendance and participation standards, as outlined by College/SGA constitution and bylaws. The Service Learning Program is continuing to operate in partnership with faculty; although, overall participation has shown only a slight increase since Fall of 2020 due to the impact of the COVID-19-related situation. (See item IV.O)

ADA Accommodations: The College provides services and support to students with self-identified documented disabilities in need of ADA accommodations (See IV.Q). Prospective ADA students require approximately 1-2 hours of professional time in order to establish college goals, review documented disabilities, and determine reasonable accommodation strategies to support student success. Reasonable accommodations for eligible ADA students are provided through a collaboration of services provided through ADA counselors, Academic Counselors, student-support staff, contracted ADA staff (e.g., interpreters), and College faculty.

III. Program Status & Plans – Next 1 to 2 Years

A. **Staffing:** The distribution of staff within Student Services is adequate in the areas of Financial Aid, Placement Testing, Registrar's Office, Military Off-Campus Sites, and Success Coaches. Currently, Academic Counselors, Disability Support Services staff, and Success Coaches are providing services to

meet the needs of the College's ADA population. Additional duties and responsibilities are being assigned for Placement Testing staff, as we see a consistent decline in testing provided due to the RISE initiative.

B. **Facilities/Equipment/Student Records:**
Facilities: Student Services facilities are constantly being analyzed or modified to support the present needs of the current student population. Student Services has assumed the duties and responsibilities at the Information Desk located on the first floor of the LRC, and staffed the desk with Federal Work-Study students who are trained to provide information helpful to students, such as how to print documents, how to find a resource, and where a staff or faculty member's office may be located. Student Services is planning for a renovation of the first floor of the LRC which will require the relocation of Success Coaches as well as CCP Liaisons.

Equipment: Several pieces of equipment were purchased to provide support and increase access for students with disabilities, such as screen readers, voice recorders, and other equipment. All equipment and software are located in the LRC for students to access or issued to students to utilize at home. Tablets and laptops were purchased for Student Services staff to ensure there would be no interruption to the service received by students in conjunction with the COVID-19-related situation. Current office furnishings and computer equipment are adequate to support the daily operations of Student Services.

IV. Summary Data

A. **Staffing (Total):**

Main Campus (Total):			Staffing/Off Campus Extension Sites (Total):		
2021-22	35 FT	16 PT	**2021-22**	6 FT	0 PT
2020-21	33 FT	16 PT	**2020-21**	5 FT	0 PT
2019-20	34 FT	11 PT	**2019-20**	6 FT	6 PT
2018-19	30 FT	8 PT	**2018-19**	6 FT	0 PT
2017-18	31 FT	8 PT	**2017-18**	6 FT	0 PT

6 PT staff were previously a part of CE in the Learning Lab, acquired by Student Services in October of 2019

B. **Registration**
1. **Early Registration – Registration that occurs prior to the designated "Late Registration" day**

Summer Semester						*Fall Semester*				
	2022	2021	2020	2019	2018		2021	2020	2019	2018	2017
Total	1,712	1,776	1,612	1,979	2,150		3,086	2,972	3,495	3,591	3,685

Spring Semester – Report Ran on 1/3/2022					
	2022	2021	2020	2019	2018
Total	2,890	3,023	3,489	3,283	3,557

2. **End of Registration Period – Registration that occurs on Late Registration day through the end of the second eight-week registration period.**

Summer Semester						*Fall Semester*				
	2022	2021	2020	2019	2018		2021	2020	2019	2018	2017
Total Headcount	1,918	1,924	1,933	2,055	2,232		3,670	3,642	3,875	3,755	3,671
FTE Final	528	533	554	552	605		1,428	1,435	1,532	1,601	1,665

Spring Semester –Report Ran on March 10, 2022					
	2022	2021	2020	2019	2018
Total Headcount	3,447	3,487	3,776	3,660	3,870
FTE Final	1,321	1,376	1,489	1,472	1,564

C. **First-Time (New) Student Registration:**

	Applied	Registered	Percent
2021-22	4,999	3,179	64%
2020-21	5,027	2,821	56%
2019-20	5,552	2,378	42%
2018-19	5,844	2,182	37%
2017-18	7,055	2,534	36%

D. Orientation for New Students

	2021-22	2020-21	2019-20	2018-19	2017-18
Number Attending	2,008	1,858	804	825	1,245

Fall 2021 (August 1, 2021 – December 17, 2021)	Number in Attendance
CCP Online Orientation	52
CCP Orientation 1 pm	15
CCP Orientation 10 am	11
CCP Orientation 3 pm	36
Group Scheduling 1 pm	15
Group Scheduling 2 pm	11
Group Scheduling 9 am	24
New Student Orientation 10 am	32
New Student Orientation 1 pm	17
New Student Orientation 2 pm	39
New Student Orientation 9 am	20
Online Group Scheduling	6
Online Self-Paced Orientation	312
Grand Total	**590**

Spring 2022 (January 7, 2022 – May 13, 2022)	Number in Attendance
CCP Orientation 1 pm	3
CCP Orientation 3 pm	13
CCP Orientation Online	43
Group Scheduling 1 pm	27
Military Off-Campus Sites New Student Orientation	2
New Student Orientation - Specialized Session for Allied Health/Health Science Applicants	10
New Student Orientation 1 pm	61
New Student Orientation 1 pm - Non-Transfer/Business, Technology, Legal Services/Public Services Applicants	1
New Student Orientation 1 pm - Specialized Session for Industrial Technology/Trades Applicants	4
New Student Orientation 10 am	39
New Student Orientation 10 am - Specialized Session for Transfer Students	1
Online Group Scheduling for Transfer Programs (AA, AS, AFA)	11
Online Self-Paced Orientation	294
Grand Total	**509**

Summer 2022 (May 20, 2022 – August 12, 2022)	Number in Attendance
CCP Orientation 1 pm	72
CCP Orientation 3 pm	57
CCP Orientation Online	153
Group Scheduling - Morning Session	3
Group Scheduling Friday	105
Group Scheduling Wednesday	123
New Student Orientation - Specialized Session for Allied Health/Health Science Applicants	13
New Student Orientation 1 pm	148
New Student Orientation 1 pm - Specialized Session for Industrial Technology/Trades Applicants	10
New Student Orientation 10 am	142
Online Group Scheduling for Non-Transfer Programs	40
Online Group Scheduling for Transfer Programs (AA, AS, AFA)	107
Online Self-Paced Orientation	408
Grand Total	**1,381**

E. **Counselor Visits (July through June):**

	Total	Percent Change
2021-22	18,883	8.20% ↑
2020-21	17,454*	9.2% ↓
2019-20	19,212	3.19% ↑
2018-19	18,618	8.3% ↓
2017-18	20,296	3.7% ↑

Counselor visits from July 2020 through June 2021 occurred through virtual means and not able to be accurately counted.

F. **Placement Testing: For Degree Seeking Students (July-June)**

	2021-22	2020-21	2019-20	2018-19	2017-18
Total Tested	920	1,362	1,621	3,107	3,482

Testing numbers have decreased as Multiple Measures was implemented starting in Fall of 2016.

G. **Career and College Promise Program Enrollment (Unduplicated Count):**

	2021-22	Percent Change	2020-21	Percent Change	2019-20	Percent Change	2018-19
Summer Students	147	19.51% ↑	123	38.19% ↓	199	134.18% ↑	85
Summer Courses	281	18.07% ↑	238	52.56% ↑	156	13.04% ↑	138
Fall Students	531	35.11% ↑	393	7.37% ↑	366	67.12% ↑	219
Fall Courses	1,047	39.79% ↑	749	27.16% ↑	589	52.60% ↑	386
Spring Students	536	42.17% ↑	377	3.08% ↓	389	57.49% ↑	247
Spring Courses	944	18.89% ↑	794	29.74% ↑	612	60.63% ↑	381

H. **College Liaison Outreach (Unduplicated):**

	Term	2021-22	2020-21	2019-20	2018-19
High School Visits	**Summer**	0*	0*	24	28
Contacts	**Summer**	2,061	273	275	337
High School Visits	**Fall**	119	81	74	63
Contacts	**Fall**	2,787	2,347	1,392	658
High School Visits	**Spring**	150	143	64	112
Contacts	**Spring**	2,951	2,996	2,988	1,638

High schools were closed to students and visitors due to COVID-19.

I. Career Center:

	2021-22	2020-21	2019-20	2018-19	2017-18
Career Center Visitors	292	293	235	525	726
Workshop Participants	737	579	910	952	937

J. Financial Aid (July through June):

Pell Grants

	Number Awarded*			
Year	College Transfer	Non-College Transfer	Total	College Work-Study Number of Positions
2021-22	1,023	548	1,571	28
2020-21	1,112	540	1,652	[1]24
2019-20	1,205	641	1,846	50
2018-19	1,345	695	2,040	74
2017-18	1,613	706	2,319	65

Source: U.S. ED Pell Summary Data
[1]*The reduction in work-study occurred during COVID-19.*

K. Veterans Affairs Enrollment (July through June):

	Total	% Change
2021-22	1,455	14.66%↓
2020-21	1,705	1.96%↓
2019-20	1,739	11.11%↑
2018-19	1,565	7.5%↓
2017-18	1,692	2.8%↓

L. FTE Auditor Reports:

Year	Exceptions	Concerns
2021-22	0	0
2020-21	0	0
2019-20	0	0
2018-19	0	0
2017-18	0	0

M. Student Success Coach Persistence

2021-22	2020-21	2019-20	2018-19	2017-18
72.2%	61.3%	74.8%	73.1%	N/A

N. Opinion Survey of Student Services

Excellent	Above Avg.	Average	Below Avg.	Poor
5 - - - - - -	- - - - 4 - - - -	- - - 3 - - -	- - - 2 - - -	- - - 1

Graduates: Of the 568 graduates responding to the Graduate survey, 533 to 568 rated Student Services:

	C. Trans	(Resp)	Other Programs	(Resp)	Overall Avg.	(Resp)
Admissions	4.28	289	4.23	279	4.26	568
Academic Advising	4.30	289	4.28	277	4.29	566
ADA Accommodations	4.28	271	4.26	263	4.27	534
Financial Aid	4.30	283	4.22	274	4.26	557
Veterans Affairs	4.29	267	4.25	266	4.27	533
Registration	4.33	286	4.25	276	4.29	562
Student Activities	4.17	281	4.21	267	4.19	548

Early Leavers: Of the 23 students responding to the survey, 17 to 23 rated Student Services as follows:

	C. Trans	(Resp)	Other Programs	(Resp)	Overall Avg	(Resp)
Admissions	3.64	14	4.22	9	3.87	23
Academic Advising	3.64	14	4.22	9	3.87	23
ADA Accommodations	3.31	13	4.50	4	3.59	17
Financial Aid	3.69	13	3.71	7	3.70	20
Veterans Affairs	3.54	13	4.14	7	3.75	20
Registration	3.62	13	4.33	9	3.91	22
Student Activities	3.42	12	4.20	5	3.65	17

Faculty/Staff Survey Results for Services of Student Services:

	# Rating Service	Very Satisfied	Satisfied	Dis-Satisfied	Very Dis-satisfied	No Opinion	# Resp
Academic/Counseling Services							
Faculty	77	40 (51.9%)	31 (40.3%)	4 (5.2%)	2 (2.6%)	23	100
Prof Staff	33	17 (51.5%)	14 (42.4%)	1 (3.0%)	1 (3.0%)	22	55
Tech/Para	10	6 (60.0%)	4 (40.0%)	0 (0.0%)	0 (0.0%)	10	20
Clerical	6	1 (16.7%)	5 (83.3%)	0 (0.0%)	0 (0.0%)	5	11
Serv Maint.	4	3 (75.0%)	0 (0.0%)	1 (25.0%)	0 (0.0%)	3	7
Total	*130*	*67 (51.5%)*	*54 (41.5%)*	*6 (4.6%)*	*3 (2.3%)*	*63*	*193*

	# Rating Service	Very Satisfied	Satisfied	Dis-Satisfied	Very Dis-satisfied	No Opinion	# Resp
Career Center							
Faculty	62	32 (51.6%)	27 (43.5%)	3 (4.8%)	0 (0.0%)	38	100
Prof Staff	24	11 (45.8%)	11 (45.8%)	2 (8.3%)	0 (0.0%)	30	54
Tech/Para	10	6 (60.0%)	4 (40.0%)	0 (0.0%)	0 (0.0%)	10	20
Clerical	3	1 (33.3%)	2 (66.7%)	0 (0.0%)	0 (0.0%)	8	11
Serv Maint.	2	2 (100.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	5	7
Total	*101*	*52 (51.5%)*	*44 (43.6%)*	*5 (5.0%)*	*0 (0.0%)*	*91*	*192*

	# Rating Service	Very Satisfied	Satisfied	Dis-Satisfied	Very Dis-satisfied	No Opinion	# Resp
Financial Aid							
Faculty	65	29 (44.6%)	33 (50.8%)	2 (3.1%)	1 (1.5%)	36	101
Prof Staff	35	15 (42.9%)	19 (54.3%)	0 (0.0%)	1 (2.9%)	19	54
Tech/Para	11	6 (54.5%)	5 (45.5%)	0 (0.0%)	0 (0.0%)	9	20
Clerical	8	2 (25.0%)	6 (75.0%)	0 (0.0%)	0 (0.0%)	3	11
Serv Maint.	2	2 (100.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	5	7
Total	*121*	*54 (44.6%)*	*63 (52.1%)*	*2 (1.7%)*	*2 (1.7%)*	*72*	*193*

	# Rating Service	Very Satisfied	Satisfied	Dis-Satisfied	Very Dis-satisfied	No Opinion	# Resp
Registrar's Office Services							
Faculty	80	41 (51.3%)	35 (43.8%)	3 (3.8%)	1 (1.3%)	22	102
Prof Staff	36	15 (41.7%)	20 (55.6%)	1 (2.8%)	0 (0.0%)	19	55
Tech/Para	13	10 (76.9%)	3 (23.1%)	0 (0.0%)	0 (0.0%)	7	20
Clerical	7	3 (42.9%)	4 (57.1%)	0 (0.0%)	0 (0.0%)	4	11
Serv Maint.	5	2 (40.0%)	3 (60.0%)	0 (0.0%)	0 (0.0%)	2	7
Total	*141*	*71 (50.4%)*	*65 (46.1%)*	*4 (2.8%)*	*1 (0.7%)*	*54*	*195*

Faculty/Staff Support Services Survey Results Continued

	# Rating Service	Very Satisfied	Satisfied	Dis-Satisfied	Very Dis-satisfied	No Opinion	# Resp.
Veterans' Programs							
Faculty	54	31 (57.4%)	23 (42.6%)	0 (0.0%)	0 (0.0%)	49	103
Prof Staff	34	17 (50.0%)	15 (44.1%)	1 (2.9%)	1 (2.9%)	21	55
Tech/Para	12	11 (91.7%)	1 (8.3%)	0 (0.0%)	0 (0.0%)	8	20
Clerical	7	3 (42.9%)	4 (57.1%)	0 (0.0%)	0 (0.0%)	4	11
Serv Maint.	2	2 (100.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	5	7
Total	***109***	***64 (58.7%)***	***43 (39.4%)***	***1 (0.9%)***	***1 (0.9%)***	***87***	***196***

	# Rating Service	Very Satisfied	Satisfied	Dis-Satisfied	Very Dis-satisfied	No Opinion	# Resp.
Wellness Center							
Faculty	56	27 (48.2%)	22 (39.3%)	4 (7.1%)	3 (5.4%)	46	102
Prof Staff	23	10 (43.5%)	8 (34.8%)	2 (8.7%)	3 (13.0%)	32	55
Tech/Para	8	3 (37.5%)	5 (62.5%)	0 (0.0%)	0 (0.0%)	12	20
Clerical	3	0 (0.0%)	2 (66.7%)	1 (33.3%)	0 (0.0%)	8	11
Serv Maint.	3	2 (66.7%)	1 (33.3%)	0 (0.0%)	0 (0.0%)	4	7
Total	***93***	***42 (45.2%)***	***38 (40.9%)***	***7 (7.5%)***	***6 (6.5%)***	***102***	***195***

O. **Service Learning Participation Data:**

Semester	Faculty	Students	Student Hours
Spring 2022	4*	6*	120
Fall 2021	5*	8*	95
Spring 2021	3*	7*	140
Fall 2020	3*	7*	140
Spring 2020	22	99	487
Fall 2019	17	76	1,011
Spring 2019	23	42	965
Fall 2018	26	51	1,129
Spring 2018	28	81	1,803
Fall 2017	24	72	1,655

*Numbers are decreased due to the lack of access to Service Learning sites due to COVID-19.

P. **Operating Budget:**

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2021-22	0	0	146,740	99,809	11,991	9,998
2020-21	47,736	47,735	224,139	137,467	19,870	9,930
2019-20*	32,691	0	69,293	59,346	12,415	5,361
2018-19	0	0	108,436	85,064	13,955	12,793
2017-18	0	0	73,040	79,315	14,887	15,665

2021-22 – HEERF funds were utilized for Supplies and Professional Development in place of regular budget allocations.
2020-21 – HEERF funds were utilized for Supplies and Professional Development.
* For 2019-20, because of the COVID-19-related situation, expenditures for supplies as well as professional development and travel were significantly curtailed due to travel restrictions and adjustments to workflow processes. In addition, funds allocated for equipment (i.e., furniture) were encumbered during the fiscal year but were not actualized until the next fiscal year as a result of COVID-19-related manufacturing and delivery delays.

Q. ADA Accommodations (Unduplicated Count):

Semester	ADA Identified Students Who Enrolled and Received Accommodations Through the College
Spring 2022	164
Fall 2021	192
Summer 2021	85
Spring 2021	171
Fall 2020	181
Summer 2020	97
Spring 2020	246
Fall 2019	265
Summer 2019	151
Spring 2019	215
Fall 2018	224

R. Tuition Assistance Annual Data Review:

Fiscal Year	# of Participants	# of Courses	# of Vouchers	Rate of Change for # of Participants	Rate of Change for # of Courses	Rate of Change for # of Vouchers	Course to Participant Ratio
2022	549	1,421	1,406	-2.31%	-6.02%	-6.08%	2.588
2021	562	1,512	1,497	13.31%	4.93%	18.53%	2.690
2020	496	1,441	1,263	-10.79%	5.88%	26.43%	2.905
2019	556	1,361	999	9.88%	-1.52%	6.62%	2.447

V. Quality Review Summary

A. Strengths:
1. The Career and College Promise program has consistently demonstrated growth in enrollment despite a decrease in overall institutional enrollment. Career and College Promise presents an outlet for opportunities and growth in Onslow County.
2. Student Services has increased the percentage of first-time students who are applying but also registering for classes, demonstrating that New Student Experience is leading to greater enrollment outcomes.
3. CD Student has continued to respond to students who were experiencing COVID-19-related symptoms were in close contact with an individual who tested positive for COVID-19, and/or had received a positive COVID-19 test result in an effort to ensure the health and safety of students, faculty, and staff.
4. A traditional graduation ceremony was planned and executed, in accordance with all government and health authority guidelines and recommendations, in order to recognize students who completed their credential(s) in Spring 2022.

B. Weaknesses:
1. Even though government and health authority recommendations allowed for greater paper-based workflows, an electronic platform for the submission of transcript requests as well as for the distribution of e-transcripts is needed.
2. A lack of communication regarding changes to curriculum programs demonstrated a negative effect on both Federal Financial Aid and Veterans Programs which required additional reporting to ensure approved programs matched the current catalog of record. Additional steps will be evaluated in the future to identify how to improve communication and collaborate with departments.
3. Sustained mechanisms for data collection and the monitoring of strategic enrollment management processes are essential.

C. Department: Admissions and Counseling Services
Description: The Admissions and Counseling Services Department is responsible for processing applications for admission, providing academic counseling, administering appropriate placement testing, and assisting students in the selection of appropriate courses within their curriculum.

Progress and Response to Objectives Printed in 2020-21 Desktop Audit:
1. Develop a 10th grade CCP application that is remotely accessible to potential students. **COMPLETE** – A 10th grade application is available digitally and is emailed to students directly to encourage registration and participation.
2. Collaborate with Information Systems Support Services to develop and implement a remote intake form for all new and returning students to complete after the submission of admission-related forms. **COMPLETE** – A student intake form was developed through Etrieve which notifies various stakeholders via emails such as Military Off-Campus Sites, Veterans Programs, or Department Heads when the student identifies a certain area during the new student admissions process to encourage immediate outreach and student connection.
3. Develop and implement New Student Experience and Group Scheduling sessions for specific populations (e.g. students interested in Allied Health programs, students interested in Industrial Technology programs, CCP). **COMPLETE** – A CCP specific orientation was implemented for Fall 2021 and attendance for all new CCP students is mandatory. A New Student Experience program for Industrial and Applied Technology and Allied Health will be implemented in Fall of 2022, to include a specific required orientation program for Welding students.
4. Propose a third CCP College Liaison position in order to provide greater support services. **COMPLETE** – A third CCP Liaison was hired in August of 2021 to support the increasing enrollment trend for Career and College Promise.
5. Develop process for notifying BTLS and targeted limited enrollment program Division Chairs, Department Heads, and Success Coaches of newly applied students, newly admitted students, and newly registered students within their programs. **COMPLETE** – A daily report is generated and sent to Department Heads and Success Coaches to provide regular communication on newly applied and admitted students.
6. In collaboration with Information Systems Support Services, develop a comprehensive risk analysis to ensure compliance with the Gramm-Leach-Bliley Act (GLBA). **COMPLETE** – Directors in Student Services worked collaboratively to develop a comprehensive risk analysis and address risks through budget considerations.

Department: Registration and Records Management
Description: The purpose of the Registration and Records Management Department is to coordinate curriculum registration activities to accurately maintain and report information pertaining to class offerings and records for prior and currently enrolled students, verify graduation, and prepare transcripts.

Progress and Response to Objectives Printed in 2020-21 Desktop Audit:
1. Create a framework to better monitor and analyze course-level enrollment trends. **COMPLETE AND ONGOING** – The Registrar's office has created and is continuing to improve a framework to monitor and analyze course-level enrollment trends. The Registrar's office will continue to review data and adjust the framework to develop a greater analysis of enrollment trends.
2. Establish, in collaboration with Information Systems Support Services, a process to initiate Self-Service Student. **COMPLETE AND ONGOING** – In collaboration with Information Systems Support Services, a process to initiate Self-Service Student is underway. The implementation of Self-Service Student following the established process will continue with a target date of November 2022 for student's to have the ability to register.
3. In collaboration with Information Systems Support Services, implement the electronic transcript system from the National Student Clearinghouse. **CONTINUE** – Established and tested the connection to the National Student Clearinghouse to process transcripts; however, the Colleague migration to the cloud and personnel changes have delayed the completion of this project.
4. Establish a transfer credit database through College Source Transcript Evaluation Service. **CONTINUE** – Registrar's staff are adding courses to the College Source Transcript Evaluation Service as an equivalency. Staff will continue to add classes to establish a substantial database to assist academic advisors, counselors, and students to quickly and easily identifying transfer credit.
5. To support the NC Finish First initiative, utilize data analysis to determine methods for direct outreach to those students eligible for credential completion. **CONTINUE** – Methods to detect potential graduates have been identified. The Registrar's office will implement these methods for the 2022-2023 school year to determine potential graduates.

6. In collaboration with Information Systems Support Services, develop a comprehensive risk analysis in order to adhere to Gramm-Leach-Bliley Act (GLBA). **COMPLETE** – Directors in Student Services worked collaboratively to develop a comprehensive risk analysis and address risks through budget considerations.

Department: Financial Aid
Description: The purpose of the Financial Aid Department is to support the Mission of the College by providing funding through Federal programs to assist students in meeting college expenses, while meeting Federal and State regulations as mandated by the Department of Education.

Progress and Response to Objectives Printed in 2020-21 Desktop Audit:
1. Create an in person Financial Literacy Presentation in collaboration with Success Coaches, Veterans Programs, Military Off-Campus Sites, and Student Activities. **COMPLETE** – Success Coaches partnered with Veteran's Programs and Financial Aid to offer Financial Literacy Workshops to educate students on budgeting, financial resources such as WIOA, scholarship opportunities, and strategies for finding inexpensive books.
2. Initiate process for tracking student contacts and to schedule remote student appointments by utilizing Appointment Plus. **COMPLETE** – The Specialist for Outreach and Student Support Services position was tasked with monitoring student contacts. Additionally, a method of tracking Financial Aid walk-in student traffic and student appointments was established.
3. Serve on HEERF II and HEERF III committee. **COMPLETE AND ONGOING** – The Committee will continue to process COVID-19 related funding during the 2022-2023 academic year.
4. In collaboration with Information Systems Support Services, develop a comprehensive risk analysis in order to adhere to Gramm-Leach-Bliley Act (GLBA). **COMPLETE** – Directors in Student Services worked collaboratively to develop a comprehensive risk analysis and address risks through budget considerations.

Department: Veterans Programs
Description: The purpose of the Veterans Programs Department is to support the mission of the College by assisting qualified veterans and/or their eligible dependents in accessing Veteran Affairs (VA) educational entitlements to assist in meeting College expenses while meeting federal and state regulations as mandated by the VA Approving Agencies.

Progress and Response to Objectives Printed in 2020-21 Desktop Audit:
1. Determine and apply new records management standards to improve the accuracy and reliability of the data used for routine reporting for certification eligibility, such as enrollment funding data for NCHED, and other external reporting obligations. **COMPLETE** – The workflows involving Colleague Data Forms related to School Certifying Official duties were examined and new standards were devised. Veterans Programs staff have begun to update Colleague data records for current students following the new records management standards. These changes have improved the accuracy of reporting for NCHED and external reports such as the Military Friendly Schools Survey.
2. Develop internal procedures for facilitating dual concentration program eligibility criteria for students utilizing VA education benefits. **COMPLETE AND ONGOING** – Guidance has been received from an Education Liaison Representative (ELR) on how to process dual major/dual concentration students. One student was processed successfully as a dual major/dual concentration student. Further consideration should be given to the implications of dual major/dual concentration certifications with respect to programs of study and the overall process to allow students to elect to utilize their VA education benefits in this way.
3. Prepare all remaining materials required to update the College's website in support of Veterans Programs for submission to the Public Information Office. **CONTINUE** – Legislative changes in response to the coronavirus pandemic and other Veterans Benefits Administration development initiatives has created widespread shifts in guidelines and processes. Updates to the website are pending adjustment to new guidance and a thorough exploration of the impact of new legislation for VA education benefits.
4. Create an in person Financial Literacy Presentation in collaboration with Success Coaches, Financial Aid, Military Off-Campus Sites, and Student Activities. **COMPLETE** – Success Coaches partnered with Veteran's Programs and Financial Aid to offer Financial Literacy Workshops to educate students on budgeting, financial resources such as WIOA, scholarship opportunities, and strategies for finding inexpensive books.

Department: Student Activities
Description: The purpose of the Student Activities Department is to support student learning through the provision of student government, student clubs, and college-sponsored activities that are inviting, people-centered, accessible, and designed to facilitate student development and learning.

Progress and Response to Objectives Printed in 2020-21 Desktop Audit:
1. Create an in person Financial Literacy Presentation in collaboration with Success Coaches, Financial Aid, Military Off-Campus Sites, and Student Activities. **COMPLETE** – Success Coaches partnered with Veteran's Programs and Financial Aid to offer Financial Literacy Workshops to educate students on budgeting, financial resources such as WIOA, scholarship opportunities, and strategies for finding inexpensive books.
2. Student Activities will coordinate with Success Coaches to develop the yearly activity calendar in order to more efficiently and effectively engage students about available services and resources.
    CONTINUE – Student Activities will coordinate with Success Coaches to document monthly activities on the website calendar, as well as begin sending monthly emails to all faculty, staff, and students to alert them of activities and events on campus.

Department: Disability Support Services
Description: The purpose of Disability Support Services is to support the college with its commitment to comply with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA). Accommodation services are provided in accordance with the specific needs of the student based upon the documentation of the disability. Referrals are made, as needed, to other community agencies.

Progress and Response to Objectives Printed in 2020-21 Desktop Audit:
1. Develop an electronic database to catalog assistive technology, to include, but not limited to, date checked out, date returned, and placed hold(s) on a student's account. **COMPLETE** – A database was created using Microsoft Excel to list assistive technology, maintain current inventory, and monitor usage.
2. Identify software that will assist students with documented disabilities requiring typed language to be converted to spoken language. **CONTINUE** – Disability Support Services has identified Kurzweil 3000 as a potential text-to-speech software platform. Additional research and contract negotiation will continue into the 2022-2023 academic year.

Department: Career Center
Description: The Career and Transfer Advising Center offers students and clients the opportunity to work closely with a trained and experienced staff member where they can receive one-on-one job coaching and college transfer advising.

Progress and Response to Objectives Printed in 2020-21 Desktop Audit:
1. Identify strategies to more comprehensively market Career Center services. **CONTINUE** – The Career Center will work in conjunction with the Division Chair for Student Services to identify strategic initiatives to increase student engagement and increase utilization.
2. Collaborate with Success Coaches to create workshops focused on career exploration and career readiness following credential completion. **COMPLETE** – The career center partnered with the Success Coach team during the Fall 2021 semester in a series of career workshops for the cosmetology program and lunch and learn sessions during the Spring 2022 semester focusing on professionalism in the workplace, networking, and employability skills held in the LRC.
3. Create, based upon the system used for monitoring the usage of the Career Center, a case management approach for working with students who utilize support services. **CONTINUE** – The Career Center will identify a digital platform to track the students who meet for assistance, and a follow-up process to identify if the student achieved their desired career goal.

Military Off-Campus Sites

Progress and Response to Objectives Printed in 2020-21 Desktop Audit:
1. Work, in collaboration with IT and faculty members, to identify technology to create a HyFlex class offering for Military Off-Campus Sites students to improve course modality availability. **COMPLETE AND ONGOING** – HyFlex classes were piloted during the 2021-2022 school year. With additional

guidance from the North Carolina Community College System Office, the definition for HyFlex will be further defined and future considerations regarding best day/time as well as budget considerations for equipment and furnishings will be required.

2. Identify strategies and opportunities to improve Military Friendly status to not only highlight but also leverage resources and services available to military-connected students. **COMPLETE** – The College increased Military Friendly status to the "Gold" tier, demonstrating a collaboration amongst departments to better serve active-duty, veteran, and military family member students.

3. Create an in person Financial Literacy Presentation in collaboration with Success Coaches, Financial Aid, Military Off-Campus Sites, and Student Activities. **COMPLETE** – Success Coaches partnered with Veteran's Programs and Financial Aid to offer Financial Literacy Workshops to educate students on budgeting, financial resources such as WIOA, scholarship opportunities, and strategies for finding inexpensive books.

4. In collaboration with Information Systems Support Services, develop a comprehensive risk analysis in order to adhere to Gramm-Leach-Bliley Act (GLBA). **COMPLETE** – Directors in Student Services worked collaboratively to develop a comprehensive risk analysis and address risks through budget considerations.

Success Coaches

Progress and Response to Objectives Printed in 2020-21 Desktop Audit:
1. Develop a strategy for conducting visits in not only seated but also hybrid and online sections throughout the academic year in order to raise awareness about student support services and resources. **COMPLETE** – Success coaches met with department heads to spread awareness about opportunities to embed resources into classes. Additionally, Success Coaches created videos faculty members can embed into Blackboard shells as well as offer Blackboard Collaborate sessions to interact with fully-online students.

2. Partner with both Financial Aid and Admissions & Counseling Services to develop a Financial Literacy presentation for all students that will be provided once monthly. **COMPLETE** – Success Coaches partnered with Veteran's Programs and Financial Aid to offer Financial Literacy Workshops to educate students on budgeting, financial resources such as WIOA, scholarship opportunities, and strategies for finding inexpensive books.

3. Streamline the Etrieve referral process with input from stakeholders, such as faculty. **COMPLETE** – Through the "history" tab in Etrieve, faculty are able to view which success coach received their referral.

4. Add, in collaboration with PIO, more interactive content to the Success Coach webpage. **COMPLETE** – Success Coach photos are available on the webpage to assist students in feeling more comfortable with whom they may be meeting in advance of a student appointment.

5. Increase awareness of Distance Learning/Technology Success Coach as an online and technology resource for students. **CONTINUE** – During the Fall 2021 semester, a part-time Distance Learning Technology Success Coach was hired to assist students with Blackboard, technology-related questions, and provide feedback to the Institutional Effectiveness and Professional Development Coordinator regarding the needs for professional development within the current learning management system. This position became vacant in May of 2022 and maintains a critical need for student success in online learning.

D. **Summary of Improvements and /or Budget Decisions Based On Analysis:**

Admissions and Counseling Services
1. The addition of the CCP Liaison as well as the Specialist for CCP Student Support and Success assisted in increasing the number of contacts made with high school students and an overall contribution to the increasing trend in CCP enrollment.

2. Student Services continued to utilize newly purchased laptops, tablets, and Microsoft Teams as a platform to not only communicate intra- and inter-departmentally but also assist students via remote appointments.

Registration and Records Management
1. The generation of further electronic workflows has enabled Student Services to leverage resources to respond to challenges to include electronic transcripts and the investigative stages of a Chatbot that will require collaboration from departments across campus.

2. Annual service contract for College Source Transcript Evaluation Service was funded for the 2021-2022 academic year to assist academic advisors, counselors, and students in quickly and easily identifying transfer credit.
3. Annual attendance to the NCCCS-sponsored IIPS Summer Conference was funded for designated staff members within the Registration and Records Management Department to ensure professional development training was received on compliance and industry best practices.

Financial Aid
1. In collaboration with Information Systems Support Services, an electronic Pell Grant verification of attendance work-flow process was developed and implemented using the Etrieve platform during the 2022 Spring semester.
2. In collaboration with Information Systems Support Services, Financial Aid established a workflow process using Autofile and etrieve to digitize Financial Aid related student records.
3. Federal Work-Study student pay was increased from $7.25 to $11.00 per hour beginning July of 2022 to encourage program participation.
4. The Specialist for Outreach and Student Support Services contacted students to inform them about special circumstances reviews and HEERF-related information. In addition, students who were enrolled in classes but withdrew during the COVID-19-related situation were provided with student support services.

Veterans Programs
1. Adobe Software licenses were purchased to support the creation and maintenance of electronic forms used to facilitate the administering of VA education benefits to eligible students.
2. New desktop, laptop, and tablet computer peripherals were purchased to expand support for greater capabilities when operating at events held off-campus and increase the productivity of staff while performing duties remotely.

Student Activities
1. Student Activities acquired additional sandwich boards to improve the advertisement of events on campus.
2. Student Activities resumed in-person events and club meetings as students return to campus and seek opportunities for campus involvement.

Disability Support Services
1. VERBIT was purchased as a service contract using COVID-19-related HEERF funding to provide transcription and captioning services.
2. Voice Records and Livescribe Smart Pens were purchased to assist students in their successful academic journey and improve accommodation options.

Career Center
1. College Central Network was purchased to improve web-based access for students to be matched with career resources based upon their short and long-term goals.

Military Off-Campus Sites
1. HyFlex equipment was purchased and used to implement COM, ENG, and SPA classes for the 2021-2022 Academic Year.
2. Signature Pads were purchased for Military Off-Campus Sites locations to move forward in making these offices fully electronic in how paperwork is processed.

Success Coaches
1. A part-time Distance Learning/Technology Success Coach was hired to assist with the high demand of students requesting technology assistance, in particular with Blackboard, and to serve as the success coach for the ever-growing online student population. This coach has full access to all Blackboard shells that the other coaches do not; therefore, this coach can assist a student remotely much more effectively than then the other team members.
2. New tablet devices were purchased to facilitate student engagement and expand support for greater capabilities when operating at events held around campus.

E. Program Objectives/Action for the Next 1 to 2 Years

Admissions and Counseling Services
1. Continue to increase enrollment in Career and College Promise programs through College Liaisons, outreach events, and networking with Onslow County high schools.
2. Increase the number of students who both attend New Student Experience and then proceed to register for classes in the same semester through outreach initiatives by Faculty Navigators.
3. In response to the faculty and staff survey, Student Services will identify ways to collaborate with Continuing Education to reduce the number of call transfers required to provide assistance to a student or potential student.
4. Plan for the re-location of the CCP and Success Coaches staff due to the renovation of the first floor of the LRC.
5. Coordinate with the ACA 122 Student Success Facilitator and faculty advising coordinator to identify specific responsibilities faculty advising.

Registration and Records Management
1. In collaboration with Information Systems Support Services, implement the electronic transcript system from the National Student Clearinghouse.
2. Establish a Transfer Credit Database through College Source Transcript Evaluation Service.
3. To support the NC Finish First initiative, utilize data analysis to determine methods for direct outreach to those students eligible for credential completion.
4. Utilize and refine the established framework created to monitor and analyze course-level enrollment trends.
5. Implement the Self-Service Student program for Student information, Registration, Advising, and Faculty processes.
6. Investigate strategies to obtain additional information on early leavers.

Financial Aid
1. Complete the Self-Service set-up in Colleague and have Self-Service live with a target date of August 2023.
2. Work with staff through process mapping, technology, and professional development to improve the student communication process and decrease the number of departmental Financial Aid related complaints.
3. Create an on-boarding and training program for new Financial Aid employees.

Veterans Programs
1. Prepare all remaining materials required to update the College's website in support of Veterans Programs for submission to the Public Information Office.
2. Explore the implications of dual major/dual concentration certifications with respect to the programs of study currently offered by the College and develop a process to allow students to elect to utilize their VA education benefits in this way, when appropriate.
3. Determine and implement improvements to Veterans Programs events and workshops on campus, including an evaluation of marketing, attendance, information delivery, and date/time of delivery for maximum participation.
4. Investigate the decrease in Veterans enrollment and trends that may provide insight into initiatives to serve the military-affiliated community in Onslow County.

Student Activities
1. Coordinate with Success Coaches to develop the yearly activity calendar in order to more efficiently and effectively engage students about available services and resources.
2. Increase number of students participating in the Service Learning program to participation levels prior to COVID-19.
3. Develop a process for collecting and disseminating monthly student activities to all faculty, staff, and students in a professional and accurate format.

Disability Support Services
1. Identify software that will assist students with documented disabilities requiring typed language to be converted to spoken language.

2. Acquire additional assistive technology including Kurzweil 3000 as well as more LiveScribe pens to ensure we are able to meet the accommodation needs of various disabilities on-demand.
3. Investigate technical standards for limited enrollment and block programs.

Career Center
1. Identify strategies to more comprehensively market Career Center services.
2. Create, based upon the system used for monitoring the usage of the Career Center, a case management approach for working with students who utilize support services.
3. Collaborate with the Criminal Justice department in the Business Technology and Legal Services Division to develop a program to provide career guidance for students at the beginning of their Criminal Justice Technology program.

Military Off-Campus Sites
1. Integrate New Student Experience into the onboarding process for Military Off-Campus Sites students and identify a method to document the number of students who complete the experience each semester.
2. Identify appropriate technology and space to improve and expand upon HyFlex classes to increase student enrollment in Military Off-Campus Sites classes.

Success Coaches
1. Increase awareness of Distance Learning/Technology Success Coach as an online and technology resource for students.
2. Sponsor and host events such as Cones with Coaches, Coffee and Cocoa with Coaches, and other Success Coach Team events that increase awareness of the Team as a resource and help create and encourage relationships with students.
3. Identify a method to develop and track data to identify if students show outcomes from semester-to-semester to include increasing GPA, maintaining enrollment, and proceeding to graduation after engaging with a Success Coach.
4. Develop meaningful institutional efforts to develop camaraderie amongst minority students by increasing participation in MMSI and early engagement efforts for the purpose of increasing academic and professional success.
5. Plan for the re-location of the CCP and Success Coaches staff due to the renovation of the first floor of the LRC.

F. Program/Educational Outcomes Support Service Outcomes

Admissions and Counseling Services

2	1. Faculty Advising training will be offered at least once per semester.
12%	2. 10% of the students participating in the Career Expo will subsequently enroll at Coastal.
4.26	3. Students responding to the Graduate Survey will rate the services of Admissions/Counseling 3.50 or above with 3.50 being above average on a 5-point scale.
93.1%	4. 80% of faculty and staff responding to the Faculty/Staff Support Services Survey will indicate satisfaction with the Admissions/Counseling Office.

Registration and Records Management

90%	1. 90% of the records identified within the College's archiving plan will be processed.
95%	2. 90% of all courses that have prerequisites will be audited each semester.
90%	3. 90% of transcript evaluations and graduation audits will be completed within one semester.
100%	4. 100% of program audits conducted by the NCCCS will be in compliance with no significant findings.
4.29	5. Students responding to the Graduate Survey will rate Registration and Records 3.50 or above with 3.50 being above average on a 5-point scale.
96.5%	6. 80% of faculty and staff responding to the Faculty/Staff Support Services Survey will indicate satisfaction with Registration and Records.

Financial Aid Program/Educational Support Service Outcomes

82%	1. 80% of recommendations suggested the National Association of School Financial Aid Administration (NASFAA) will be implemented.
100%	2. 100% of material required to update Coastal's website in support of Financial Aid will be submitted.

100%   3. 100% of the College's financial audits conducted by the North Carolina Office of the State Auditor will be in compliance with no significant deficiencies.

4.26   4. Students responding to the Graduate Survey will rate Financial Aid 3.50 or above with 3.50 being above average on a 5-point scale.

96.7%   5. 90% of faculty and staff responding to the Faculty/Staff Support Services Survey will indicate satisfaction with services provided by Financial Aid.

Veterans Affairs Program/Educational Support Service Outcomes

4.27   1. Students responding to the Graduate Survey will rate Veterans Affairs 3.50 or above with 3.50 being above average on a 5-point scale.

MET   2. Engage in three or more student activities to in engage with students and provide an opportunity for collaboration in other areas of the College.

98.2%   3. 90% of faculty and staff responding to the Faculty/Staff Support Services Survey will indicate satisfaction with services provided by Veterans Affairs.

Student Activities Program/Educational Support Service Outcomes

25   1. A minimum of five events will be sponsored through student activities.

MET   2. Service Learning will be offered each Fall and Spring semester.

100%   3. 100% of support requested by faculty to enhance Service Learning will be provided.

4.19   4. Students responding to the Graduate Survey will rate Student Activities 3.50 or above with 3.50 being above average on a 5-point scale.

3.65   5. Students responding to the Leaver Survey will rate Student Activities 3.50 or above with 3.50 being above average on a 5-point scale.

Disability Support Services Program/Educational Support Service Outcomes

100%   1. 100% of students with documented disabilities in need of accommodations will be served in Curriculum, Basic Skills, and Continuing Education.

100%   2. 100% of off-campus students with documented disabilities in need of accommodation will be served.

100%   3. 100% of distance education students with documented disabilities in need of accommodation will be served.

MET   4. The Coordinator for Disability Support Services will provide professional development for faculty during Fall and Spring professional development days.

Career Center Support Service Outcomes

90.28% 1. 80% of students surveyed will indicate they value the services provided by the Career Center after completing ACA 111 or ACA 122.

95%   2. 80% of faculty surveyed will indicate above average satisfaction with Career Center services received.

Military Off-Campus Sites

4   1. A minimum of two workshops and/or events will be sponsored by Military Off-Campus Sites.

N/A   2. 100% of the College's program audits and other Department of Defense program reviews will be completed without significant findings.

100%   3. 100% of students who are on de-registration lists will be contacted by Military Off-Campus Sites.

-6%   4. Increase the number of courses students utilizing tuition assistance take by 5% for the 2021-2022 school year.

Success Coaches

16   1. A minimum of five workshops and/or events will be sponsored by Success Coaches.

40   2. A minimum of 30 classroom visits will be completed by Success Coaches.

72%   3. 70% of students using Success Coaches services will be retained semester to semester.

GLOSSARY

Advisory Committee: The advisory committees are to meet at least once a year. The official minutes are kept in the office of the division chair.

Annual Unduplicated Headcount: The annual unduplicated headcount is based on Fall, Spring, and Summer semester enrollment. When a program begins in the Summer semester, the headcount is based on Summer, Fall, and Spring enrollment. This data is provided by the Research Office.

Certification/Licensure: This information is provided by the Department Head and/or Division Chair. It applies only to those programs of study where a student has to be certified or licensed before they can be employed in his/her program of study.

Changed Academic Program: A student who does not complete a program of study but decides to change to another program of study is counted in this category rather than the withdrawal category. The data is provided by the Research Office.

Early Leavers: There are two categories of early leavers: 1) withdrawals from the college, and 2) changed academic program.

Employment Demand: Data for employment demand is provided by the Career Center, Department Head, and/or Division Chair.

Employer Survey Results: These results are based on the responses supplied by the employers.

Enrollment: The information is broken down into two categories: 1) Fall Freshman Headcount and 2) Annual Unduplicated Headcount. This data is provided by the Research Office.

Facilities/Equipment: The data for facilities/equipment is provided by the Department Head and/or Division Chair and is updated each year.

Fall Freshman Headcount: The Fall headcount data is based on students entering a program of study for the first time during the Fall semester. When a program begins in the Summer semester, the Summer data is used instead of the Fall data. This data is provided by the Research Office.

Fall FTE: The data for Fall FTE is provided by the Research Office and is obtained from the Institutional Class Report which is sent to the System Office each semester.

Goal Accomplishment: Goal accomplishments are divided in three categories: 1) Goal accomplishment of graduates, 2) Goal accomplishment of students who did not intend to complete program, and 3) Goal accomplishment of withdrawals.

Goal Accomplishment of Graduates: The goal accomplishment of graduates is based on the number of respondents to the Graduate Survey. The goal response on the Graduate Survey may vary from the student's original response when the application for admission was submitted. The goal used is the long term goal and is obtained from the Graduate Survey.

Goal Accomplishment of Students Who Did Not Intend To Complete Program: These goal accomplishments are based on the respondents to the Graduate survey. Four goals are considered in this category: 1) Job enhancement in current employment, 2) Job enhancement for a new field of employment, 3) Personal interest, and 4) Transfer.

Goal Accomplishment of Withdrawals: These goal accomplishments are based on the respondents to the Leaver Survey. The student responds to one of three questions: 1) Fully accomplished goal, 2) Partially accomplished goal, and 3) Did not accomplish goal.

Graduation Rate: The graduation rate for two year programs of study is figured by dividing the present year graduates by the previous year freshmen. The rate for one year programs of study is figured by dividing the present year graduates by the present year freshmen.

More Education: This information includes graduates who are not working in the field of study but are continuing their education either at Coastal or another college. This data is provided by the Graduate Survey.

One-year Follow-up Related Employment: Surveys are sent to graduates who were employed in unrelated fields or unemployed the previous year. The related employment responses are added to the related employment for that year. That figure is divided by the number of responses for the year to give the percentage.

GLOSSARY

Operating Budget: Budgeted and actual expense are listed for equipment, supplies, and professional development and travel. This data is provided by the Office Institutional Effectiveness and/or the Comptroller.

Related Employment: Related employment refers to students who have graduated and are employed in a job related to their program of study. This data is obtained from the Graduate Survey or from Department Heads/instructors. The percent is calculated by dividing the number employed in a related field by the number of respondents.

Related Employment Wages: The wage information is reported by the Career and Placement Coordinator.

Staffing: This information reflects how many full-time and part-time instructors are required by each program of study. This data is provided by the Department Head and/or Division Chair.

Strengths: This data is provided by the Department Head and/or Division Chair.

Student Opinion Survey: Data for the student opinion survey is obtained from two sources: 1) Withdrawals, and 2) Graduates. Students who withdraw are asked to rate all services on the Leaver Survey, and graduates rate all services on the Graduate Survey.

Successful Placement: Successful placement is based on students who are employed in a related field or who transfer to another program of study at Coastal or another college. The sum of related employment and/or continuing education (transfer) is divided by the total responses.

Trends: This data is provided by the Department Head and/or Division Chair.

Unrelated Employment: Graduates who are employed in a field not related to their program of study. This data is obtained from the Department Head or the Graduate Survey.

Weaknesses: This data is provided by the Department Head and/or Division Chair.

Withdrawals from the College: Any student who drops during the semester or does not return the following semester before completing their program of study is considered a withdrawal. These students are asked to complete a Leaver Survey and responses are used to calculate the statistics for the Desktop Audit.