2022–23 Desktop Audit

Program and Academic Support Services

Coastal Carolina Community College

DESKTOP AUDIT

Thirty-fourth Edition

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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
2023 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 evaluating 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 are appointed to review the measures and recommend modifications. Recommendations from the most recent review were approved in 2021.

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 2023 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, Diploma Sender
   Excellence Level: 1.241 Baseline: 0.527
   Coastal's performance level: 1.379

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: 1.144 Baseline: 0.723
   Coastal's performance level: 1.272

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: 1.194 Baseline: 0.626
   Coastal's performance level: 1.313

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: 1.067 Baseline: 0.874
   Coastal's performance level: 0.983

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: 1.086 Baseline: 0.850
   Coastal's performance level: 1.063

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: 1.069 Baseline: 0.806
   Coastal's performance level: 1.018

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: 1.036 Baseline: 0.871
   Coastal's performance level: 0.959

In the 2023 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.
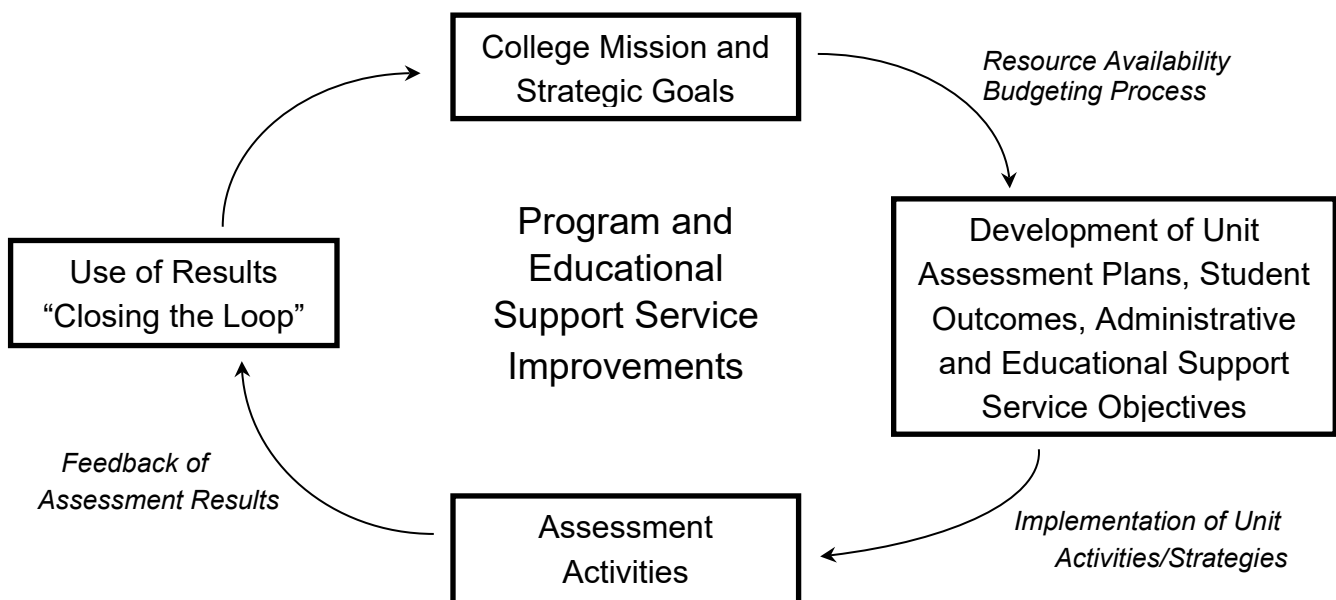
Why is Institutional Effectiveness Important?

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
2022-23	3,225	3,248	3,319	3,319
2021-22	3,271	3,319	3,467	3,466
2020-21	3,367	3,467	3,624	3,818[2]
2019-20	3,566	3,624	3,763	3,763
2018-19	3,681	3,763	3,844	3,845
2017-18	3,843	3,844	3,951	3,955

OCCUPATIONAL EXTENSION

	Actual Reported	2-Year Average	Higher Year Allotment	Budgeted
2022-23	591	612	632	632
2021-22	632	617	617	617
2020-21	602	617	632	644[2]
2019-20	632	607	608	608
2018-19	582	608	667	669
2017-18	473 (634)[1]	497	524	524

BASIC SKILLS

	Actual Reported	2-Year Average	Higher Year Allotment	Budgeted
2022-23	251	213	175	175
2021-22	175	159	166	166
2020-21	143	166	191	221[2]
2019-20	189	191	203	207
2018-19	192	203	214	214
2017-18	159 (214)[1]	154	148	148

CURRICULUM, OCCUPATIONAL EXTENSION, AND BASIC SKILLS

TOTAL BUDGETED	
2022-23	4,126
2021-22	4,249
2020-21	4,683
2019-20	4,578
2018-19	4,728
2017-18	4,627

[1] *In 2018-19, the FTE divisor for OE and Basic Skills was 512 instead of 688.*
[2] *Adjustment made by System Office for Hurricane Florence.*

Graduates

Year	Curriculum[1]	Adult High School	HSE Diplomas
2022-23	1,029	11	40
2021-22	1,150	6	20
2020-21	1,148	16	26
2019-20	1,156	10	35
2018-19	1,213	15	75

[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 484 **Graduates,** *Does not include College Transfer*

2022-23	277
2021-22	216
2020-21	246
2019-20	281
2018-19	370

Employer Satisfaction

(60% Response Rate)

	Voc/Tech Skills	Communication Skills	Math Skills	Decision Making	Work Habits	Future Hiring
2022-23	4.23	4.20	4.16	4.10	4.46	100% Yes
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

Certification/Licensure Passing Rate

	# Tested	1st time # Passed	Total
2022-23	180	156	87%
2021-22*	181	158	87%
2020-21*	150	132	88%
2019-20*	182	164	90%
2018-19*	184	169	92%

*Does not include Dental Assisting.

Fall Enrollment Unduplicated Headcount

	Colleague	IPEDS*
2022	3,648	3,457
2021	3,667	3,611
2020	3,641	3,571
2019	3,856	3,797
2018	3,977	3,864

*IPEDs enrollment is calculated on Oct. 15.

CURRICULUM PROGRAM REVIEW
TIME TABLE

CURRICULUM	COMPLETED				
	22/23	21/22	20/21	19/20	18/19
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
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
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	X	--
Welding Technology	X	X	X	X	X

	COMPLETED				
	22/23	21/22	20/21	19/20	18/19
Distance Education	X	X	X	X	X
TOTAL	100%	100%	100%	100%	100%

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

	COMPLETED				
	22/23	21/22	20/21	19/20	18/19
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 22		Fall 22		Spring 23		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	187.2	24	273	72	237	54	697.2	150	21.51%
Math	132	26	312	48	267	23	711	97	13.64%
Humanities/Fine Arts	230.4	43.2	369	111	341	84	940.4	238.2	25.33%
Social/Behavl Sci/Applied Serv	244.8	72	387	138	374	133	1005.8	343	34.10%
Natural Science	252.8	110.4	358	132	326	108	936.8	350.4	**37.40%**
Business/Legal Service	300	11	548	66	675	182	1523	259	17.01%
Industrial/Applied Tech	122	13	212	30	224	34	558	77	13.80%
Nurs/Allied Health/Dental	146	15	398	98	436.5	119.5	980.5	232.5	23.71%
Grand Total	*1615.2*	*314.6*	*2857*	*695*	*2880.5*	*737.5*	*7352.7*	*1747.1*	*23.76%*

~ 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 thirty-five percent (35%).

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

English

Department	Summer 22				Fall 22				Spring 23				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	11.00	187.2	24	12.82%	12.00	273	72	26.37%	13.00	237	54	22.78%	21.51%
Sub Total	*11.00*	*187.2*	*24*	*12.82%*	*12.00*	*273*	*72*	*26.37%*	*13.00*	*237*	*54*	*22.78%*	*21.51%*

~ 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 thirty-five percent (35%).
~ Percentage taught by adjunct faculty was calculated using **contact** hours.

Math

Department	Summer 22				Fall 22				Spring 23				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	9.33	132	26	19.70%	13.46	312	48	15.38%	12.56	267	23	8.61%	13.64%
Sub Total	*9.33*	*132.00*	*26.00*	*19.70%*	*13.46*	*312.00*	*48.00*	*15.38%*	*12.56*	*267.00*	*23.00*	*8.61%*	*13.64%*

~ 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 thirty-five percent (35%).
~ Percentage taught by adjunct faculty was calculated using **contact** hours.

CONTACT HOURS TAUGHT BY ADJUNCT FACULTY continued

Humanities and Fine Arts

Department	Summer 22				Fall 22				Spring 23				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	48	19.2	40.00%	3.00	90	33	36.67%	3.00	78	21	26.92%	33.89%
COM	3.00	72	24	33.33%	2.20	102	57	55.88%	3.20	90	42	46.67%	46.59%
DRA	1.00	9.6	0	0.00%	1.00	18	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	0.33	14.4	0	0.00%	0.40	12	0	0.00%	0.40	12	0	0.00%	0.00%
MUS	3.00	28.8	0	0.00%	2.00	66	21	31.82%	2.00	63	21	33.33%	26.62%
PHI	1.34	19.2	0	0.00%	1.40	27	0	0.00%	1.40	27	0	0.00%	0.00%
REL	0.33	9.6	0	0.00%	0.20	3	0	0.00%	0.20	3	0	0.00%	0.00%
SPA	2.00	28.8	0	0.00%	3.00	51	0	0.00%	3.00	45	0	0.00%	0.00%
Sub Total	*13.00*	*230.4*	*43.2*	*18.75%*	*13.20*	*369*	*111*	*30.08%*	*14.20*	*341*	*84*	*24.63%*	*25.33%*

~ 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 thirty-five percent (35%).

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

CONTACT HOURS TAUGHT BY ADJUNCT FACULTY continued

Social and Behavioral Sciences

Department	Summer 22				Fall 22				Spring 23				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	9.6	9.6	100.00%	0.40	15	9	60.00%	0.40	15	9	60.00%	69.70%
EDU	0.43	20.8	14.4	69.23%	1.00	31	16	51.61%	1.20	36	15	41.67%	51.71%
GEO	0.00	0	0	0.00%	0.00	0	0	0.00%	0.20	3	0	0.00%	0.00%
Health/PE	2.00	41.6	9.6	23.08%	1.28	53	24	45.28%	1.22	52	27	51.92%	41.34%
HFS	0.00	0	0	0.00%	0.72	18	5	27.78%	0.78	16	4	25.00%	26.47%
HIS	2.33	48	14.4	30.00%	3.20	72	21	29.17%	3.20	75	24	32.00%	30.46%
POL	1.00	14.4	0	0.00%	1.00	18	3	16.67%	1.00	21	6	28.57%	16.85%
PSY	3.33	72	14.4	20.00%	3.60	108	45	41.67%	3.80	99	39	39.39%	35.27%
SOC	2.00	38.4	9.6	25.00%	3.40	69	12	17.39%	3.20	54	6	11.11%	17.10%
SWK	0.00	0	0	0.00%	0.00	3	3	100.00%	0.00	3	3	100.00%	100.00%
Sub Total	*11.09*	*244.80*	*72.00*	*29.41%*	*14.60*	*387.00*	*138.00*	*35.66%*	*15.00*	*374.00*	*133.00*	*35.56%*	*34.10%*

~ 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 thirty-five percent (35%).

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

CONTACT HOURS TAUGHT BY ADJUNCT FACULTY continued

Natural Science Division

Department	Summer 22				Fall 22				Spring 23				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	4.50	147.2	104	70.65%	6.00	233	110	47.21%	6.00	204	94	46.08%	52.72%
CHM	2.00	54.4	6.4	11.76%	3.00	77	22	28.57%	3.00	73	14	19.18%	20.74%
GEL	1.00	24	0	0.00%	1.00	27	0	0.00%	1.00	27	0	0.00%	0.00%
PHY	1.00	27.2	0	0.00%	1.00	21	0	0.00%	1.00	22	0	0.00%	0.00%
Sub Total	*8.50*	*252.8*	*110.4*	*43.67%*	*11.00*	*358*	*132*	*36.87%*	*11.00*	*326*	*108*	*33.13%*	*37.40%*

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~ 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 thirty-five percent (35%).

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

Business Technology / Legal Services Division

Department	Summer 22				Fall 22				Spring 23				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	
ACC	1.00	15	0	0.00%	1.60	38	0	0.00%	1.50	57	17	29.82%	15.45%
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	2.19	25	0	0.00%	1.60	38	0	0.00%	1.50	34	0	0.00%	0.00%
CIS/CTS/DBA/NET/NOS	5.52	75	0	0.00%	5.80	152	11	7.24%	4.60	173	75	43.35%	21.50%
CJC/CCT	2.00	32	6	18.75%	2.40	49	3	6.12%	1.10	48	23	47.92%	24.81%
COS	4.00	72	0	0.00%	4.00	98	0	0.00%	4.00	143	0	0.00%	0.00%
CSC/SGD	1.00	25	5	20.00%	1.00	15	0	0.00%	1.00	25	5	20.00%	15.38%
CUL	1.00	12	0	0.00%	1.00	33	11	33.33%	1.00	36	13	36.11%	29.63%
HRM	1.20	7	0	0.00%	1.30	7	0	0.00%	1.20	21	6	28.57%	17.14%
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	13	0	0.00%	0.07	29	9	31.03%	0.07	23	2	8.70%	16.92%
MED/OST	3.00	24	0	0.00%	0.50	45	0	0.00%	2.00	62	9	14.52%	6.87%
SEC	1.00	0	0	0.00%	0.20	4	0	0.00%	0.53	13	0	0.00%	0.00%
Sub Total	*23.91*	*300*	*11*	*3.67%*	*20.47*	*548*	*66*	*12.04%*	*19.50*	*675*	*182*	*26.96%*	*17.01%*

~ 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 thirty-five percent (35%).

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

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Industrial and Applied Technology Division

Department	Summer 22				Fall 22				Spring 23				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	0.93	14	0	0.00%	1.00	29	1	3.45%	1.00	28	3	10.71%	5.63%
ARC	1.00	16	0	0.00%	2.00	42	0	0.00%	2.00	42	0	0.00%	0.00%
AUB	1.00	16	0	0.00%	1.00	19	0	0.00%	1.00	25	0	0.00%	0.00%
AUT	1.00	17	4	23.53%	1.00	21	0	0.00%	1.00	24	0	0.00%	6.45%
ELC	1.00	17	0	0.00%	1.00	22	0	0.00%	1.00	23	0	0.00%	0.00%
ELN	1.00	15	0	0.00%	1.00	26	0	0.00%	1.00	28	0	0.00%	0.00%
FIP/EPT	0.00	9	9	100.00%	0.00	29	29	100.00%	0.00	31	31	100.00%	100.00%
HET	0.00	0	0	0.00%	0.00	0	0	0.00%	0.00	0	0	0.00%	0.00%
WLD	1.00	18	0	0.00%	1.00	24	0	0.00%	1.00	23	0	0.00%	0.00%
Sub Total	*6.93*	*122*	*13*	*10.66%*	*8.00*	*212*	*30*	*14.15%*	*8.00*	*224*	*34*	*15.18%*	*13.80%*

~ 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.

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CONTACT HOURS TAUGHT BY ADJUNCT FACULTY continued

Nursing/Allied Health Division

Department	Summer 22				Fall 22				Spring 23				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					4.72	108.00	18.00	16.67%	3.50	118.50	33.00	27.85%	22.52%
ADN 5wk	5.00	60.00	0.00	0.00%									
DA 16wk					1.81	47.50	7.50	15.79%	2.05	59.50	9.50	15.97%	15.89%
DA 10wk	2.47	27.00	0.00	0.00%				0.00%				0.00%	
DH 16wk					3.19	116.00	56.00	48.28%	2.95	122.00	65.00	53.28%	50.84%
DH 5wk	3.51	33.00	15.00	45.45%								0.00%	45.45%
EMS 16wk					2.00	33.00	0.00	0.00%	2.00	27.00	0.00	0.00%	0.00%
EMS 10wk	2.00	20.00	0.00	0.00%									0.00%
MLT 16wk					1.00	23.00	7.00	30.43%	1.00	26.00	12.00	46.15%	38.78%
MLT 5wk	1.00	6.00	0.00	0.00%									0.00%
PN 16wk	0.00	0.00	0.00	0.00%	2.18	49.50	9.50	17.74%	2.00	38.00	0.00	0.00%	10.86%
ST 16wk	0.00	0.00	0.00	0.00%	1.30	21.00	0.00	0.00%	2.00	45.50	0.00	0.00%	0.00%
Sub Total-16wk	*13.98*	*146.00*	*15.00*	*10.27%*	*16.20*	*398.00*	*98.00*	*24.62%*	*15.50*	*436.50*	*119.50*	*27.38%*	*23.71%*
Sub Total-other	*13.98*	*146*	*15*	*10.27%*									

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~ Highlighted boxes indicate a percentage taught by adjunct higher than the college's benchmark of thirty-five percent (35%).

~ Percentage 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 SACSCOC 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

2022-23

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.

Table 1: Humanities/Fine Arts

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2022-23	15,108	15,107	21,233	20,402	5,114	4,237
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

Table 2: Natural Science

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2022-23	0	0	49,480	47,207	2,547	2,547
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

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.

Table 3: Social/Behavioral Science

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2022-23	0	0	4,200	4,197	2,673	2,820
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

Table 4: English

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2022-23	0	0	10,309	7,360	3,565	2,859
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

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

Table 5: Math

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2022-23	0	0	2,534	2,039	6,005	4,405
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

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

Table 6: Total for College Transfer

TOTAL	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2022-23	15,108	15,107	87,756	81,205	19,904	16,958
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

B. Statistical Data

1. **Enrollment:** In 2022-23, the associate annual unduplicated headcount was 2,723, a 6% decrease from the previous year. (See Table 7.) The Early College annual unduplicated headcount was 208, a 9% increase from the previous year. (See Table 8). The Career and College Promise annual unduplicated headcount was 731, an 8% increase from the previous year. (See Table 9.) Total associate FTE for the 2022-23 year had a 7% decrease from the previous year. In the last five years, FTE has decreased 22%.

Table 7: Associate Enrollment:

	Headcount		Grads		FTE			
	FRS	Annual Undup.	No.	%	Fall	Spring	Summer	Total
2022-23	1,458	2,723	378	25	701.04	634.04	255.01	1,590.09
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

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

Table 8: Early College Enrollment:

	Headcount		Grads		FTE			
	FRS	Annual Undup.	No.	%	Fall	Spring	Summer	Total
2022-23	53	208	39	72	53.34	50.47	2.15	105.96
2021-22	47	190	43	78	56.19	55.06	1.85	113.10
2020-21	53	204	47	89	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

Table 9: Career and College Promise (CCP) Enrollment:

	Headcount	FTE			
	Annual Undup.	Fall	Spring	Summer	Total
2022-23	731	107.85	103.72	31.60	243.17
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

2. **Graduation Rate:** The associate graduation rate is 25% (378 graduates), a 2% decrease from the previous year. (See Table 7.) The Early College graduation rate is 72% (39 graduates). (See Table 8). The number of graduates decreased 17% from the previous year.

Goal Accomplishment of Graduates:

1. Of the 417 graduates, 288 (69%) responded to the Graduate survey. Ninety-one percent of respondents (262 graduates) stated that their goal was to obtain a degree, 0% (1 graduate) stated that their goal was to enhance their job skills for a new line of work, and 8% (22 graduates) stated that their goal was to take courses to transfer to another college.

2. Of the 288 graduates responding, 91% (263 graduates) stated that they had fully accomplished their goal and 8% (23 graduates) stated they partially accomplished their goal.

C. **Early Leavers in 2022-23:**

1. **Withdrawals from the College:** Of the 1,211 (1,201 associate and 10 Early College) students withdrawing from the College (41% withdrawal rate), none responded to the Leaver survey.

2. **Goal Accomplishment of Withdrawals:** N/A

Changed Academic Program: One hundred forty-two (141 associate and 1 Early College) students changed their academic program prior to completion.

D. **Transfer Performance:** The 2021-22 Transfer Student Performance Report from the UNC System reflects the performance of 2020-21 Coastal Carolina Community College students. This data was reflected and reported in the North Carolina Community College System (NCCCS) Performance Measures Report in 2023.

1. In 2021-22, 41% of Coastal students who transferred to the UNC System enrolled at UNCW. (See Table 10.)

Table 10: Number of Coastal Transfers

University	Number of Coastal Transfers				
	2021-22	2020-21	2019-20	2018-19	2017-18
Appalachian State	6	12	9	10	10
East Carolina	43	29	24	31	24
Elizabeth City	2	1	1	1	0
Fayetteville	2	6	12	5	6
NC A&T	3	6	2	3	2
NC Central	1	3	4	0	3
NC State	8	19	9	9	10
UNC-Asheville	2	1	0	0	0
UNC-Chapel Hill	10	6	9	4	7
UNC-Charlotte	10	6	12	10	4
UNC-Greensboro	5	7	4	7	3
UNC-Pembroke	6	6	9	5	8
UNC-School of Arts	0	0	0	0	0
UNC-Wilmington	76	68	93	138	133
Western Carolina	10	4	5	4	7
Winston-Salem	1	2	1	2	2
UNC System Total	**185**	**176**	**194**	**229**	**219**

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

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 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 Table 11.)

Table 11: End of Year GPA (2020-21 community college students, 2021-22 UNC students)

	Associate Degree Recipients			Students with at least 30 hours		
	All UNC Schools	ECU	UNCW	All UNC Schools	ECU	UNCW
Coastal	3.08	2.82	3.37	2.58	2.63	2.62
NCCCS	3.13	3.28	3.20	2.79	2.66	2.85
Native Students	3.02	2.91	3.22	2.97	2.80	3.18

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 equal or better than those who transfer prior to completion. Students with at least 30 hours are shown in parentheses. (See Table 12.)

Table 12: GPAs by Discipline (2020-21 community college students, 2021-22 UNC students)

	English	Math	Foreign Language	Natural Science	Social Science	All Other Courses
Coastal	**3.03** (2.52)	**2.61** (1.92)	**2.67** (2.61)	**2.43** (2.43)	**3.18** (3.18)	**3.32** (2.69)
NCCCS	**3.31** (2.86)	**2.59** (2.31)	**3.05** (2.91)	**2.87** (2.56)	**3.20** (2.84)	**3.20** (2.91)
Native Students	**3.19** (3.15)	**2.61** (2.62)	**3.05** (3.03)	**2.87** (2.82)	**3.12** (3.09)	**3.05** (3.02)

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

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 2020-21, 83.8% of Coastal Carolina Community College Transfer students representing the two cohorts persisted. (See Table 13.)

Table 13: College Transfer Performance Measures (cohort exit year: 2020-21)
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		2020-2021 Total	
	# Stud.	% Persist	# Stud.	% Persist	# Stud.	% Persist
Coastal	145	79.3%	219	86.8%	364	83.8%
NCCCS	8,116	86.3%	10,194	88.2%	18,310	87.4%

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:

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, 54.3% (index score of 1.313) of Coastal students met the standard, exceeding the NCCCS average of 43.6% (index score of 0.626). This also exceeded the NCCCS Excellence Level (See Table 14.)

Table 14: 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			
Entry Semester	**Report Year**	**Number of Students**	**College Level Math Enrollment**	**Number Successful**	**Percent Successful**	**Outcome**
Fall 2019	2023	1,017	661	552	54.3%	Met or Exceeded Excellence

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, 73% (index score of 1.272) of Coastal students met the standard, exceeding the NCCCS average of 57.8% (index score of 0.723). This also exceeded the NCCCS Excellence Level. (See Table 15.)

Table 15: 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			
Entry Semester	**Report Year**	**Number of Students**	**College Level English Enrollment**	**Number Successful**	**Percent Successful**	**Outcome**
Fall 2019	2023	1,017	863	742	73%	Met or Exceeded Excellence

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, 67.1% (index score of 0.983) of Coastal students met the standard, compared to the NCCCS average of 68.8% (index score of 0.874). This indicates a need to identify strategies to ensure first-year students are making progress toward credential completion. (See Table 16.)

Table 16: 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		
Entry Semester	**Report Year**	**Number of Students**	**Number Successful**	**Percent Successful**	**Outcome**
Fall 2021	2023	964	647	67.1%	Average

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, 58% (index score of 1.063) of Coastal students met the standard, exceeding the NCCCS average of 57.1% (index score of 0.850). (See Table 17.)

Table 17: 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		
Entry Semester	**Report Year**	**Number of Students**	**Number Successful**	**Percent Successful**	**Outcome**
Fall 2018	2023	917	532	58%	Above System Average/Below Excellence

F. **Developmental Studies:**

1. Approximately 23% of the math students at Coastal are enrolled in developmental math courses. 12% of English students are enrolled in developmental English. (See Tables 18 and 19.)

2. The successful completion rate for developmental math was 78%. (See Table 19.)
3. The successful completion rate for developmental English was 74%. (See Table 18.)
4. This year, 49% of Coastal developmental math students were successful in their college-level courses. (See Table 19.)
5. This year, 71% of Coastal developmental English students were successful in their college-level courses. (See Table 18.)
6. The differences shown in completion rates reflect the number of withdrawals from developmental courses. (See Tables 18 and 19.)

Table 18: Developmental 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
2022-23	166	12	**74%** (84%)	N/A	**71%** (84%)
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%)

Table 19: Developmental 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
2022-23	254	23	**78%** (92%)	N/A	**49%** (65%)
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%)

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 (CCP) Outcome Measures: As of June 2024, 2021-22 and 2022-23 CCP data is not available from the NCCCS, however, the information is in progress.

Table 20: CCP Outcome Measures

	Coastal				NCCCS			
	Postsecondary Persistence	Credit Accum.	Transfer Persist.	Credential Completion	Postsecondary Persistence	Credit Accum.	Transfer Persist.	Credential Completion
2022-23	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
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%

H. Student Opinion Survey (5-point scale): The response to the opinion survey reveals the following:
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. (See Section IV H)

Table 21: Student Opinion Survey Results

Above Avg.	Average	Below Avg.	Poor

5 - - - - -   - - - - 4 - - - -   - - - 3 - - -   - - - 2 - - -   - - - 1

	Graduates (288 of 417)	Withdrawals (0 of 1,201)
Quality of Instruction In Program Areas	4.49	N/A
Quality of Instruction in Other Courses	4.42	N/A
Overall Quality of Academic Program	4.48	N/A
Teaching Facilities	4.38	N/A
Equipment	4.25	N/A

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 70 full-time faculty positions in the College Transfer Division.

Facilities/Equipment: There is a need for upgrades to the spaces that house the physical education courses. New flooring was installed in the CA and CB buildings as well as in the Natural Science laboratories. New blinds in Ragsdale, CA, and CB are needed. There are acoustical concerns in CA and CB buildings. The speaker system in the Fine Arts building has been improved. The furniture in the Natural Science laboratories was replaced. HyFlex classroom space with technology to facilitate virtual teaching and learning is needed.

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. Developmental Math and English enrollment has decreased due to new placement measures and the implementation of the CCRGAP initiative. 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.

IV. 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). As seen in Table 11, Coastal Carolina Community College students' average transfer GPA was higher than the native UNC students average. Approximately 70% of College Transfer faculty volunteer as faculty advisors. Coastal performed above the NCCCS average for three 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, Curriculum Student Completion). In both Student Success Rate in College-Level English Courses and Student Success Rate in College-Level Math Courses, Coastal performed at the excellence level. For the Curriculum Student Completion Performance Measure, Coastal performed above the NCCC's average band. For the fourth and fifth Performance Measures related to the College Transfer program (i.e., First-Year Progression, 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. As stated above, 41% of College Transfer students withdrew from the college and none responded to the Leaver survey.

C. Progress and Response to Objectives Set and Printed in 2021-22 DTA

1. Collaborate with the Director of Facilities to develop a comprehensive plan to upgrade electrical and sound systems and seating options in Bodenhamer Auditorium. **CONTINUE AS REVISED** – With regard to seating within Bodenhamer Auditorium, the Vice President for Instructional Support has met with the architect and a representative from the Office of Civil Rights to discuss the implementation date of handicapped seating access, which is planned to occur by December, 2027.

2. Explore offering professional development focused on teaching CCP students. **COMPLETE**

3. Plan and organize a roundtable discussion comprised of Educators of the Year to strategize and develop recommendations for retention and student success. **CONTINUE** – After discussing with representatives of the Community of Practice Committee, it was determined that the roundtable should be offered in January, 2024.
4. Update the online observation instrument for adjunct instructors to better evaluate educational quality and student engagement. **COMPLETE**
5. Develop an adjunct instructor appraisal instrument to provide opportunities for continuous improvement and collaboration. **COMPLETE**
6. Develop a New Full-Time Faculty Orientation Process. **COMPLETE**
7. Develop a Faculty Guide available in Faculty Headquarters to communicate expectations regarding educational quality and engagement. **COMPLETE**
8. Analyze course schedules and create a calendar for a year-long schedule to promote retention and completion. **COMPLETE AND ONGOING**
9. Collaborate to ensure the alignment of course offerings to create multiple opportunities for students to complete College Transfer pathways. **COMPLETE AND ONGOING**
10. Meet with high school representatives prior to the start of each semester. **COMPLETE AND ONGOING**

D. Summary of Improvements and/or Budget Decisions Based On Analysis

1. Faculty members from Social and Behavioral Sciences and the English Division planned a workshop on teaching to CCP students to be held during the Fall 2023 faculty workshops.
2. Division Chairs from College Transfer worked together to update an existing online observation instrument.
3. Division Chairs from College Transfer worked together to create an adjunct appraisal instrument.
4. In Fall 2022, new faculty participated in an abbreviated orientation day. They met with college stakeholders throughout the Fall semester.
5. Division Chairs collaborated to develop a Faculty Guide to use as a resource for all new and current full and part-time faculty.
6. Division Chairs collaborated with Student Services to develop a calendar for a year-long schedule of course offerings to promote retention and help students chart their course of study.
7. College Transfer Division Chairs collaborated to ensure seated course offerings were scheduled at compatible days and times and online course offerings had multiple entry points.
8. College Transfer Division Chairs coordinated meetings with high school representatives (e.g., guidance counselors, high school administrators, CCCC faculty, CCCC staff) prior to the start of each semester to ensure an effective learning experience for students in the high school environment.

E. Program Objectives/Action for the Next 1 to 2 Years

1. Collaborate with the Director of Facilities to upgrade electrical and sound systems in Bodenhamer Auditorium.
2. Plan and organize a roundtable discussion comprised of Educators of the Year to strategize and develop recommendations for retention and student success.
3. Natural Science faculty will collaborate with Nursing and Allied Health faculty to ensure curriculum alignment of program course requests.
4. English and Math faculty will collaborate with College and Career Readiness staff in Continuing Education (CE) to ensure curriculum alignment for developmental courses.
5. Collect and analyze data regarding high school GPA and success rates in ENG 111, MAT 143, and MAT 171.
6. Math and English Faculty will meet to determine how to implement the forthcoming developmental redesign.
7. Analyze developmental prerequisites for College Transfer courses to prepare for implementation of developmental redesign.
8. Coordinate with IE, Student Services, and ISSS to make the leaver survey submission accessible online.
9. To help College Transfer students chart and navigate the course, revise ACA 122 course assignments using input from the ACA Steering Committee.
10. Compile and analyze the results from the ACA 122 Educational Goals Survey to better inform future course offerings.
11. Collaborate with Student Services about utilization of students' Master Academic Plans.

12. Collaborate with IE and the Early College principal in order to investigate and identify potential factors attributing to the declining Early College graduation rate.

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.
   2022-23 Rating – 4.16

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.
   2022-23 Rating – 4.00

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.
   2022-23 Rating – 4.10
   Source: Employer Surveys scanned into Snap software

College Transfer – Developmental Studies (English and Math) (Tables 18 and 19.)

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   84%
   Math   92%

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 18 and 19.) At least 80% of the students who complete the required course will earn a grade of "C" or higher.
   English   84%
   Math   65%

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 – 3.08

2. 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 – 78.9% 4 year
   72.8% 3 year
   48.2% 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 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
Fall 2024	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 2025	Oral Communication (Assoc. Degree and Diploma Students)	Competency 1	COM 231, ENG 102
	Informational Literacy (Assoc. Degree Students)	Competency 4	ENG 112

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. All of the competencies assessed in Fall 2022 and Spring 2023 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 2022 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 2021-22 DTA
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. **COMPLETE AND ONGOING**
2. SOC 210 faculty will create an assessment instrument for Competency #6. **COMPLETE**
3. Math faculty will meet to develop strategies to improve students' problem-solving skills. **COMPLETE**

D. Summary of Improvements and/or Budget Decisions Based On Analysis
1. The Division Chair for Mathematics met with Division Chairs of diploma programs and developed a plan for assessing basic quantitative skills relevant to each diploma program.
2. SOC 210 faculty met to develop a list of common questions to assess students' understanding of diverse cultural perspectives to be implemented in Spring 2024.
3. During the Fall 2022 faculty Division-led professional development, Math faculty met and developed strategies to improve students' problem-solving skills in MAT 171 to be implemented in the 2022-23 academic year.

E. Program Objectives/Action for the Next 1 to 2 Years
1. Division Chairs will meet to determine how the developmental redesign will impact General Education competencies in each of their programs.
2. Division Chairs will collaborate with their Department Heads to develop strategies to improve the students' attainment of the General Education competencies in each of their programs.
3. Implement new SOC 210 assessment for Competency #6.

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 (4.40 out of 5.00) on written and oral English, which met the assessment standard.

Associate Programs – Course for Assessment: COM 231 Public Speaking (Assessed Spring 2023)
    a. Presentation: 70% of students will score 70% or higher on an oral presentation.
       Using a common rubric, 92.6% 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 (4.00 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 2023)
    a. Presentation: 70% of the students will score 70% or higher. Of the student sample, 90.1% 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 (4.00 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 Fall 2022)
    a. Final Exam: 70% of students will score 70% or higher on common questions. Using common questions on their final exams, 81.8% of MAT 110 students and 77.3% of MAT 143 students scored 70% or higher. Overall, 77.6% 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 (4.16 out of 5.00) on quantitative skills, which met 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.

4. Demonstrate Information Literacy (Method of Assessment, Competency #4)
Course for Assessment: ENG 112 Writing/Research in the Disciplines (Assessed Spring 2023)
    a. Common Paper: 70% of students will score 70% or higher on a common paper. Using a common rubric, 91.1% of students scored 70% or higher on information literacy on a research assignment, so the assessment standard was met and exceeded.

5. Apply basic Computer Skills (Method of Assessment, Competency #5)
Course for Assessment: CIS 110 Introduction to Computers (Assessed Fall 2022)
    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. 88.5% 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 2022-23 was 540, a 3% decrease from the previous year; the diploma unduplicated headcount was 97, a 4% decrease from the previous year; and the certificate unduplicated headcount was 140, a 21% decrease from the previous year. (See Tables 3 through 5.)

B. Graduates in 2022-23 (226):

1. **Degree -** The number of degree graduates was 83, a 27% graduation rate. (See Table 3.)

2. **Diploma -** The number of diploma graduates was 49, an 86% graduation rate. (See Table 4.)

3. **Certificate -** The number of certificate graduates was 129, a 96% graduation rate. (See Table 5.)

4. **Successful Placement** (76% response rate) **-** Successful placement of graduates in related employment and/or additional education was 74%. Of the 172 responses to the graduate survey, 88 were employed in a related field and 69 were enrolled in additional education. Thirty graduates enrolled in additional education are also in related employment and therefore not calculated in the successful placement rate. (See Table 6.)

5. **Certification/Licensure Results -** The first-time pass rate is 77% (70 of 91). (See Table 7.)

6. **Graduate Survey - 2022-23** (Out of 172 graduates responding to the survey, 142 to 163 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, ADA Accommodations, Financial Aid, Veterans Affairs, Registration Procedures, and Student Activities were rated above average.
   Business Services - Accounting Office, College Store, Cafeteria, and Security were rated above average.
   Learning Resources Center Services - Rated above average.

   b. **Goal Accomplishment -** Of the 172 graduates responding to the survey, 91% (149) responded that they had fully accomplished their goal, and 9% (14) responded that they had partially accomplished their goal.

7. **Employer Satisfaction Survey** (46% response rate; 9% of graduates would not allow their employers to be contacted) - Of 172 graduates responding to the survey, 88 were in related employment. Eight graduates would not give permission to contact their employer. Seventy-six surveys were sent to employers, and 35 (46%) 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 excellent. 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)***:**
Twenty students who did not intend to complete the program indicated that they had fully accomplished their goal and one partially accomplished their goal.

D. Early Leavers in 2022-23:

1. **Withdrawals from the College:** Of the 200 students withdrawing from the College, 0 (0%) responded to the survey.

   Goal Accomplishment of Withdrawals: N/A

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

II. Data Page

A. Total Purchases for Division & All Programs:

Table 1: Programs Budget

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2022-23	8,000	0	160,907	128,910	6,101	5,035
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

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

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2022-23	0	0	23,016	29,457	145	145
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

B. Total Annual Unduplicated Headcount & Graduates:

Table 3: Associate Degree

	Annual Unduplicated	Number Graduated	Total Freshmen	Graduation Rate
2022-23	540	83	292	27%
2021-22	556	71	312	21%
2020-21	581	99	333	33%
2019-20	555	102	299	27%
2018-19	699	122	374	27%

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

Table 4: Diploma

	Annual Unduplicated	Number Graduated	Total Freshmen	Graduation Rate
2022-23	97	49	57	86%
2021-22	101	44	61	72%
2020-21	101	49	65	75%
2019-20	92	44	60	73%
2018-19	94	48	64	75%

Table 5: Certificate

	Annual Unduplicated	Number Graduated	Total Freshmen	Graduation Rate
2022-23	140	129	135	96%
2021-22	160	157	173	91%
2020-21	162	150	160	94%
2019-20	192	179	192	94%
2018-19	203	189	203	93%

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

C. **Table 6: Successful Placement**

Degree/ Dip/Cert:	Re- sponses	Response Rate	Related Employ.	% Related Employ.	More Education	Successful Placement
2022-23	172	76%	88	51%	69	74%
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%

2022-23: Thirty graduates continuing their education are in related employment and not calculated in the successful placement rate.
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.

D. **Table 7: Certification/Licensure Results**

	Tested	1st Time Passed	1st Time Failed	1st Time Passing Rate
2022-23	91	70	21	77%
2021-22	80	74	6	93%
2020-21	65	59	6	91%
2019-20	78	74	4	95%
2018-19	86	76	10	88%

III. Quality Review Summary

A. **Progress and Response to Objectives Set and Printed in 2021-22 DTA**
1. When funds become available, update the chairs and tables in BT 101. **CONTINUE** – Proposed funds were not approved this budget year for BT 101.
2. Investigate classes with low success rates and develop strategies for improvement. **COMPLETE AND ONGOING**
3. If the budget allows, purchase new chairs for BT instructors' offices. **CONTINUE** – Proposed funds were not approved for this budget year for office chairs.
4. Investigate the reasons for the low graduation rate in BT curricula. **COMPLETE AND ONGOING**
5. Update BT computers to Windows 11 operating system. **COMPLETE** – Computers were updated to Windows 11.

B. **Summary of Improvements/Budget Decision Based on Analysis**
1. BT 105 Crime Lab is equipped with the materials to simulate a crime scene.
2. A commercial Washer/Dryer was purchased for the Cosmetology curriculum.
3. The Cosmetology building was renovated with new floors and fixtures.
4. The Department Heads/Instructors contacted students in classes, such as ACC 120 Principles of Financial Accounting, BUS 121 Business Math, CJC 111 Introduction to Criminal Justice, CUL 135 Food & Beverage Service, CTI 110 Web, Pmg. & Db Foundation, OST 131 Keyboarding, and LEX 214 Investigation & Trial Prep, with low success rates via email and phone to participate in study sessions.
5. The Department Heads contacted students who are off track in the curriculum via email and phone.

C. **Division Objectives for the Next 1 to 2 Years:**
1. When funds become available, update the chairs and tables in BT 101.
2. If the budget allows, purchase new chairs for BT instructors' offices.
3. When funds become available, update the equipment in the BLET curriculum.
4. Train one instructor to get medical coding certification in order to teach OST 248 Diagnostic Coding and OST 247 Procedural Coding.
5. Develop strategies to increase employer surveys responses.

Industrial and Applied Technology
Division Summary

I. Student Information

A. Enrollment: The associate annual unduplicated headcount for 2022-23 was 117, a 4% increase from the previous year; the diploma unduplicated headcount was 99, an 11% decrease from the previous year; and the certificate unduplicated headcount was 99, a 15% decrease from the previous year.

B. Graduates in 2022-23 (127):

1. **Associate -** The number of associate graduates was 37, a 64% graduation rate.

2. **Diploma -** The number of diploma graduates was 81, an 84% graduation rate.

3. **Certificate -** The number of certificate graduates was 98, a 100% graduation rate.

4. **Successful Placement (65%) Response Rate -** Successful placement of graduates in related employment and/or additional education was 63%. Of the 83 responses, 37 were employed in a related field and 25 were continuing their education. Ten 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% (10 of 10).

6. **Graduate Survey 2022-23** (Out of 83 graduates responding to the survey, 69 to 77 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 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 83 graduates responding to the survey, 78 responded to the goal accomplishment question on the survey. Eighty-seven percent (68 graduates) responded that they had fully accomplished their goal and 13% (10 graduates) responded that they had partially accomplished their goal.

7. **Employer Satisfaction Survey (71% Response Rate; 22% of graduates would not let their employers be contacted)** - Out of 83 graduates responding to the survey, 37 were in related employment. Eight graduates would not give permission to contact their employers. Twenty-four surveys were sent to employers, and 17 (71%) 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, Work Habits, and Overall Satisfaction were rated above 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):* Ten students did not intend to complete the program. Seven students indicated that they had fully accomplished their goal; and 3 students indicated that they had partially accomplished their goal.

D. Early Leavers in 2022-23:

1. **Withdrawals from the College:** Of the 46 students withdrawing, 1 (2%) responded to the survey.

   Goal Accomplishment of Withdrawals: Of the 1 withdrawal responding to the survey, 100% (1 student) responded that they partially accomplished their goal.

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

II.   Data Page

A.   Total Purchases for Division and All Programs:

Table 1: Programs Budget

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2022-23	12,400	10,989	300,980	211,244	14,005	11,675
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

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

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2022-23	0	0	19,699	14,191	2,600	1,047
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

B.   Total Annual Unduplicated Headcount & Graduates:

Table 3: Associate Degree

	Annual Unduplicated	Number Graduated	Total Freshmen	Graduation Rate
2022-23	117	37	69	64%
2021-22	112	29	58	40%
2020-21	120	27	72	49%
2019-20	109	32	55	51%
2018-19	128	30	63	32%

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

Table 4: Diploma

	Annual Unduplicated	Number Graduated	Total Freshmen	Graduation Rate
2022-23	99	81	97	84%
2021-22	111	77	105	73%
2020-21	121	89	116	77%
2019-20	108	74	102	73%
2018-19	92	62	91	68%

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

Table 5: Certificate

	Annual Unduplicated	Number Graduated	Total Freshmen	Graduation Rate
2022-23	99	98	98	100%
2021-22	116	115	115	100%
2020-21	123	122	123	99%
2019-20	120	117	121	97%
2018-19	113	112	113	99%

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

C. **Table 6: Successful Placement (Job Placement, Military, Transfer Rate)**

Degree/ Dip/Cert.	Responses	Response Rate	Related Employ.	% Related Employ.	More Education	Successful Placement
2022-23	83	65%	37	45%	25	63%
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%

2022-23 – Ten graduates in related employment were also continuing their education and not counted in the placement rate.
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.

D. **Table 7: Certification/Licensure Results**

	Tested	Passed	1st Time Failed	Passing Rate
2022-23	10	10	0	100%
2021-22	9	9	0	100%
2020-21	9	9	0	100%
2019-20	9	9	0	100%
2018-19	9	9	0	100%

III. Quality Review Summary

A. **Progress and Response to Objectives Set and Printed in 2021-22 DTA**
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. **CONTINUE AS REVISED** – The Division Chair and Department Heads will work with Onslow County Schools CTE Director and the Eastern North Carolina Regional Skills Center (ENCRSC) to develop pathways for trade programs.
2. The Division Chair and Department Heads will assemble teams of students to compete in the SkillsUSA competition. **COMPLETE AND ONGOING** – Coastal Carolina joined SkillsUSA and decided to compete in two events and preliminary teams were developed.
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. **CONTINUE AS REVISED** – The Division Chair and Department Heads will work with Onslow County Schools CTE Director 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. **COMPLETE AND ONGOING** – A dual welding schedule was created to be implemented in the fall of 2024 to double the capacity of enrollment. We will continue to explore opportunities with other programs to maximize the usage of lab areas to increase enrollment.
5. Explore opportunities to start and develop new programs due to emerging demands within the trade's professions. **CONTINUE** – Due to time constraints, we were not able to have all the documentation prepared for SACSCOC.

B. **Summary of Improvements/Budget Decision Based on Analysis**
1. **Air Conditioning, Heating, and Refrigeration Technology:**
    a. Completion rate for certificate programs at 100% during 2022-23.
    b. All (100%) of diploma and A.A.S. completers obtained EPA refrigerant technician certification in at least one type (I, II, III, or Universal) classification.
    c. Department Head completed initial review of high school CTE courses at Eastern North Carolina Regional Skills Center and 9-14 pathways to the Air Conditioning, Heating, and Refrigeration Technology program.
    d. The program incorporated essential skills of using brazeless and braze-free technology using crimping, electric flaring, swaging, and bender tools.
    e. To enhance experiential learning, students assisted with removing old lab equipment and replacing it with newer, recently acquired equipment.

This resulted in a streamlined lab floor plan, allowing more student working space and the opportunity to experience the set-up of multiple systems from the ground up.

   f.   Students participated in field trips to visit local contractors on two project sites to experience installing and maintaining HVAC systems in real time.

2. **Architectural Technology:**

   a.   New resilient flooring was installed in the manual drafting lab (T102). The new flooring is easier to maintain and will last longer. It also compliments the existing white, black, and grey color scheme.
   b.   A new Wi-Fi router was installed in T133B to strengthen the signal for students when they use laptops and tablets.
   c.   A new small and mobile 3D plotter was donated to the program by the LRC. This enables students in either classroom to generate 3D models for projects or their portfolio.
   d.   The program obtained student and instructor licenses to UpCodes to provide students with an additional digital resource in the research and usage of Building Codes across the country.
   e.   A review of curriculum and order of course offerings had been completed and initially approved by the Advisory Committee.
   f.   The Trades Day event competencies were revised and updated to utilize CAD (digital) drafting. This strategy aligns with high school curriculum and coordinates with the program's move from less manual to more CAD drafting competencies. This also aligns with the SkillsUSA guidelines and requirements.

3. **Collision Repair and Refinishing Technology:**

   a.   Carolina Collision Equipment of Mooresville, NC provided free instructor training and now includes CCCC as a recipient of free live training from a Car-O-Liner technician to give students a live training on frame machine and measuring system during lab.
   b.   The Department Head explored new employment options for students using program skills, such as professional detailing, restoration/customizing, and heavy truck/fiberglass repair, and incorporated related material into current courses to reflect industry needs and enhance student employment options.
   c.   Courses have been enhanced with material that reflects application of program subject matter in other fields, such as Auto Restoration and Customizing, Heavy Truck Repair, and Professional Detailing.
   d.   New storage options are being implemented to better utilize lab space. This will free up room for instruction, ensure safety, and, along with a lab assistant, will accommodate increased enrollment.

4. **Automotive Systems Technology:**

   a.   A new, state-of-the-art vehicle exhaust system was installed and completed during 2022-23. This allows for safer air-quality in the lab environment and the surrounding labs/classrooms within the building.
   b.   An AC Refrigerant Recovery machine for 134a refrigerant recovery, diagnostics, and servicing was purchased and implemented into instruction. This machine is compatible with Hybrid Electric Vehicles (HEV) and Battery Electric Vehicles (BEV).
   c.   An AC Refrigerant Recovery machine is now "connected" and Wi-Fi enabled, used to service A/C and demonstrate networked equipment.
   d.   A curriculum model and sequence of courses has been developed for Light Duty Diesel and Alternative Transportation Technology program.
   e.   Faculty attended intensive training at ACDC, a premier BEV and HEV training facility.
   f.   Instructor attended professional development training for Controller Area Networks (CAN), Advanced Driver-Assistance Systems (ADAS), enhanced fuel controls, emissions, modern fuel injections, and critical thinking for automotive instruction.
   g.   Electude Classroom Learning Management System (LMS) has been incorporated into classroom instruction.

5. **Electrical Systems Technology:**

   a.   Developed and incorporated a cable pulling lab into the program.
   b.   Completed a display for Variable Frequency controller to demonstrate different methods of controlling motor speed. It is used for demonstrations to the students and the public.

    c. The existing residential generator/transfer switch is now a functional display. A working display has the ability to demonstrate the functions of the transfer switch during a power failure.

    d. The residential electrical panels have been updated to the Plug-on Neutral panel type.

    e. Department Head has implemented steps to help students identify their employment pathway, including any specialized areas. This includes assisting the students in their evaluation of progress towards goal completion.

6. **Electronics Engineering Technology:**

    a. Continue to look into adding an instrumentation and calibration course into the curriculum.

    b. PLC trainers were built for ELN 260 Prog Logic Controls to enhance practical applications of PLC programming.

    c. Two industrial robots were purchased for use in automation related courses. These are the newest version of robotic arms offered.

    d. Instrumentation was incorporated into ELN 132 as a section of the course utilizing operation amplifier calibration and instrumentation amplifier circuits. Further investigation into the application of a possible dedicated course for this subject is underway.

    e. A hydraulics and pneumatics course are required for mechatronics engineering technology along with a sensors and transducers course. These are both subjects that can easily be incorporated. Hydraulics and pneumatics training equipment is needed. Sensor and transducer equipment could be added by expanding existing training equipment.

    f. ELN 231: Industrial Controls will be implemented to the current ELN program, which will help students get a deeper understanding of automation and mechanical concepts to then apply in courses taken afterwards.

    g. Robotic arms and mechatronics process equipment has been purchased. This equipment is used in ATR 112, ELN 260, and ELN 232 to help tie subject matter together by applying concepts on a larger scale.

    h. The program has an agreement with ECU. The program faculty would like to attend UNC-Charlotte's next articulation agreement conference in order to discuss the requirements for entering into an agreement, as the program already aligns with UNCC transfer requirements. Having an additional articulation agreement would greatly help advertisement of the program by offering potential students more opportunities to pursue higher education.

7. **Fire Protection Technology and Emergency Management:**

    a. Information has been provided to local high schools in order to increase interest in the program.

    b. Briefing days are now scheduled with local fire departments to come in and brief the program for use in their promotion process.

    c. Worked with the Office of Institutional Effectiveness and Student Success to submit non-completers to the Clearinghouse and followed up with emails to students.

    d. The Department Head analyzed the Data Dashboard for enrollment trends related to Emergency Management and Public Safety Administration.

    e. Continuously re-evaluate capstone courses based on NCCCS availability of credit for prior learning course credits to maintain classes that are required to be taken and are not substitutable.

    f. Continue to improve attendance numbers through local department recruiting.

    g. Classes are reviewed annually to meet FESHE requirements.

8. **Diesel and Heavy Equipment Technology:**

    a. No improvements were made in 2022-2023.

9. **Welding Technology:**

    a. Students achieved 100% certification passing rate on American Welding Society (AWS) Structural Welding Code.

    b. Students completed practical application projects, including the repair of metal carts, chairs, and a trailer for various campus departments.

    c. As a class project, students and instructor designed and constructed a live fire training prop to be utilized by the Fire Academy and other fire training courses.

    d. Students assisted in the welding repair of an aluminum gate post (for CCCC off main campus location).

C. **Division Objectives for the Next 1 to 2 Years**
1. The Division Chair and Department Heads will work with Onslow County Schools CTE Director and the Eastern North Carolina Regional Skills Center (ENCRSC) to develop pathways for trade programs.
2. Explore opportunities to start and develop new programs due to emerging demands within the trades professions.
3. As CTE programs continue to grow in popularity and enrollment, explore opportunities to create additional lab space to accommodate demands.

Nursing and Allied Health
Division Summary

I. Student Information

    A. Enrollment: The associate annual unduplicated headcount for 2022-23 was 156, an 14% increase from the previous year; diploma was 48, a 21% decrease from the previous year.

    B. Graduates in 2022-23 (104):
1. **Degree -** The number of associate graduates was 68, a 92% graduation rate.
2. **Diploma -** The number of diploma graduates was 36, a 75% graduation rate.
3. **Successful Placement** (96% response rate) **-** Successful placement of graduates in related employment and/or additional education was 81%. Of the 100 graduates responding to the Graduate Survey, 63 were employed in a related field and 57 were enrolled in additional education. Thirty-nine 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 96% (76 of 79). Certification for Dental Assisting is not required; therefore, the scores are not included.
5. **Graduate Survey – 2022-23** (Out of 100 graduates responding to the survey, 89 to 95 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 100 graduates responding to the survey, 95 responded to the goal accomplishment question on the survey with 91% (86 graduates) responding that they had fully accomplished their goal, 9% (9 graduates) partially accomplished their goal.
6. **Employer Satisfaction Survey** (24% response rate; 13% of graduates would not allow their employers to be contacted) - Out of 100 graduates completing the survey, 63 were in related employment. Fifty-one surveys were sent to employers and 12 (24%) 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. Work Habits were rated excellent; Voc/Tech Skills, Communication Skills, Math Skills, 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)***:** N/A

    D. Early Leavers in 2022-23:
1. **Withdrawals from the College:** Of the 18 students withdrawing from the College, none responded to the survey.
    Goal Accomplishment of Withdrawals: N/A
2. **Changed Academic Program:** Thirteen students changed their academic program prior to completion.

II. Data Page

A. Total Purchases for Division and All Programs:

Table 1: Programs Budget:

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2022-23	77,836	79,129	273,146	251,556	32,863	12,225
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

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

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2022-23	0	0	5,289	1,626	756	755
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

B. Total Annual Unduplicated Headcount & Graduates:

Table 3: Associate Degree

	Annual Undup.	No. Grad.	Total Freshmen	Grad Rate
2022-23	156	68	86	92%
2021-22	137	59	65	79%
2020-21	140	57	75	80%
2019-20	153	66	80	83%
2018-19	150	62	80	71%

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

Table 4: Diploma

	Annual Undup.	No. Grad.	Total Freshmen	Grad Rate
2022-23	48	36	48	75%
2021-22	61	54	60	90%
2020-21	60	50	59	85%
2019-20	63	55	63	87%
2018-19	68	58	65	89%

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

C. **Table 5: 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
2022-23	100	96%	63	63%	57	81%
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%

2022-23 – Thirty-nine students in additional education are also in related employment and not calculated in the successful placement rate.
2021-22 – Thirty-two students in additional education are also in related employment and not calculated in the successful placement rate.
2020-21 – Thirty-five students in additional education are also in related employment and not calculated in the successful placement rate.
2019-20 – Forty-nine students in additional education are also in related employment and not calculated in the successful placement rate.
2018-19 – Forty-seven students in additional education are also in related employment and not calculated in the successful placement rate.

D. **Table 6: Certification/Licensure Results (Does not include Dental Assisting):**

	Tested	1st Time Passed	1st Time Failed	1st Time Passing Rate
2022-23	79	76	3	96%
2021-22	92	75	17	82%
2020-21	76	64	12	84%
2019-20	95	81	14	85%
2018-19	89	84	5	94%

III. Quality Review Summary

A. Progress and Response to Objectives Set and Printed in 2021-22 DTA

1. Investigate strategies for increasing the Early Leaver Survey response rate. **CONTINUE**
2. Prepare materials for the EMS Program to ensure accreditation standards are met. **COMPLETE**
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. **COMPLETE**
4. Collaborate with the Student Services staff, including the success coaches, to ensure that NAH students "stay the course" and successfully complete their program. **COMPLETE**

B. Summary of Improvements/Budget Decision Based on Analysis

1. The EMS Department Head collaborated with the Office of Institutional Effectiveness to prepare for the EMS site visit and reaccreditation.
2. Various college stakeholders collaborated and completed the install of the Nursing SIM lab project. In addition, representatives from various vendors have trained faculty on how to use the simulation equipment.
3. Academic Advisors/Counselors and Success Coaches have visited classes to ensure students are staying the course and completing their course requirements for graduation. Instructors have invited Success Coaches to classes to give mini lessons on stress management, scheduling, and campus resources.

C. Division Objectives for the Next 1 to 2 Years

1. Investigate strategies for increasing the Early Leaver Survey response rate.
2. Work with nursing faculty to ensure assessments are aligned with end of program goals and NCLEX assessment guides and ensure that assessments are generated in Exam Soft.
3. Collaborate with Onslow Memorial Hospital to investigate a pathway for current Licensed Practical Nurses to complete their Associate Degree in Nursing.
4. Ensure a smooth transition within the various departments with new faculty coming on board.
5. Prepare for the Surgical Technology on-site visit.

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.   Enrollment

The Accounting and Finance annual unduplicated headcount for 2022-23 was 62, a 7% decrease from the previous year. The freshman headcount was 32, a 22% decrease from the previous year. (See Table 1.)

The certificate annual unduplicated headcount for 2022-23 was 19, a 6% increase from the previous year. The certificate freshman unduplicated headcount was 18, no change from the previous year. (See Table 2 through 4.)

Table 1: Accounting and Finance (A25800)

	Headcount		Grads		FTE			
	Freshmen	Annual Undup.	No.	%	Fall	Spring	Summer	Total
2022-23	32	62	10	24	16.28	15.25	7.84	39.67
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

Table 2: Income Tax Preparer Certificate (C25800T)

	Headcount		Grads	
	Freshmen	Annual Undup.	No.	%
2022-23	7	7	7	100
2021-22	7	7	7	100
2020-21	13	13	13	100
2019-20	6	6	6	100
2018-19	4	4	3	75

Table 3: Bookkeeper/Payroll Certificate (C25800B)

	Headcount		Grads	
	Freshmen	Annual Undup.	No.	%
2022-23	12	13	13	100
2021-22	10	10	9	90
2020-21	13	13	13	100
2019-20	10	10	10	100
2018-19	5	5	4	80

Table 4: Finance Certificate (C25800F)

	Headcount		Grads	
	Freshmen	Annual Undup.	No.	%
2022-23	8	8	7	88
2021-22	11	11	11	100
2020-21	10	10	9	90
2019-20	7	7	7	100

III. Program Withdrawal Rate

A. **Withdrawals from the College:** Of the 22 students withdrawing from the College (27% withdrawal rate), none responded to the Leaver survey.

B. **Changed Academic Program:** Nine associate students changed their academic program prior to completion.   Four changed to Associate in Arts, three changed to Business Administration, one changed to Emergency Management, and one changed to Office Administration.

IV. Graduation Rate

The Accounting and Finance graduation rate was 24%, 10 graduates; the certificate graduation rate was 95%, 18 graduates. The graduate unduplicated headcount was 26. (See Table 5.)

Table 5: Unduplicated Program Graduates 2022-23

	Graduates	Accounting and Finance Degree	Income Tax Prep Cert.	Bookkeeper /Payroll Clerk Cert.	Finance Cert.
Accounting and Finance Degree	10	N/A	1	1	2
Income Tax Prep Cert.	7	1	N/A	6	3
Bookkeeper/ Payroll Clerk Cert.	13	1	6	N/A	3
Finance Cert.	7	2	3	3	N/A

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

V. Goal Accomplishment

A. **Goal Accomplishment of Graduates:** Of the 26 graduating students, 12 responded to the graduate survey. Eleven graduates stated that their goal was to obtain a degree/certificate and one to enhance their job skills for a new line of work, but not to graduate.

Upon graduating, of those responding to the survey, 92% (11 graduates) said that they had fully accomplished their goal, and 8% (1 graduate) partially accomplished their goal.

B. **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 their goal to enhance her job skills for a new line of work, but not to graduate.

C. **Goal Accomplishment of Early Leavers in 2022-23:** N/A

VI. Successful Placement

The related employment and/or enrolled in additional education rate of the graduates is 75%, 4 graduates in related employment and 8 graduates enrolled in additional education. Three 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 2021-22 graduates showed no more graduates in related employment or enrolled in additional education for a placement rate of 67%. (See Table 6.)

Table 6: Job Placement Follow-Up Results

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

	Re-sponses	Related Employ.	Unrelated Employ.	Un-employ.	More Educ.	Un-known	1-yr Follow-up Related Emp.
2022-23	12	4 (33%)	3	5	8	0	
2021-22	9	4 (44%)	1	4	4	0	Unch (44%)
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%)

2022-23 – Three graduates enrolled in additional education are also in related employment.
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.
Note: Employment percentages are calculated using number of responses.

VII. Employer Survey Results

Three surveys were sent, and two responses were received. One graduate checked "do not contact" their employer. (See Table 7.)

Table 7: Employer Survey Results–Evaluation of Students in Related Field Only

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

	Responses (2 of 3)
Performance of vocational or technical skills	5.00
Effective communication in speaking, writing, reading and listening	5.00
Demonstrates the needed math skills	5.00
Uses information to analyze problems and make logical decisions	5.00
Demonstrates good work habits	5.00
If the need arises, would you hire a Coastal graduate in the future?	100% Yes
Overall rate of satisfaction with Coastal graduate employee	5.00

VIII. Certification/Licensure

Not applicable.

IX. Advisory Committee

The Accounting and Finance program held a virtual Advisory Committee meeting in Spring 2023. 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.

X. Student Opinion Survey

A. **Withdrawals from the College:** N/A

B. Graduates from the Program: The opinion survey reveals that 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 Table 8.)

Table 8: Student Opinion Survey Results

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

	Graduates (12 of 26)	**Withdrawals (0 of 22)**
Quality of Instruction In Program Areas	4.25	N/A
Quality of Instruction in Other Courses	4.25	N/A
Overall Quality of Academic Program	4.33	N/A
Teaching Facilities	4.48	N/A
Equipment	4.42	N/A

XI. 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: No current updates.

C. Employment Demand: Nationally, employment opportunities for bookkeeping, accounting, and auditing clerks are expected to decline 6% through 2032. In North Carolina, this occupation is expected to increase 2% through 2030. There are 6,100 annual vacancies expected for this occupation in North Carolina. Table 9 provides annual salary data for bookkeeping, accounting, and auditing clerks.

US source: Bureau of Labor Statistics 2022-2032 employment projections
NC source: Projections Central 2020-2030 long-term projections

Table 9: Bookkeeping, Accounting, and Auditing Clerks Annual Salary Data

Average Salary	Minimum Annual/Hour	Median Annual/Hour	High Annual/Hour
National	$30,460/$14.64	$45,860/$22.05	$65,540/$31.51
State	$28,660/$13.78	$42,450/$20.41	$59,420/$28.57
Local	$26,030/$12.51	$36,110/$17.36	$51,750/$24.88
Source: Bureau of Labor Statistics 2022 wage data			

Nationally, employment opportunities for tellers are expected to decrease 15% through 2032. In North Carolina, this occupation is expected to decrease 7%. There are 1,080 annual vacancies expected for this occupation in North Carolina. Table 10 provides annual salary data for tellers.

US source: Bureau of Labor Statistics 2022-2032 employment projections
NC source: Projections Central 2020-2030 long-term projections

Table 10: Tellers Annual Salary Data

Average Salary	Minimum Annual/Hour	Median Annual/Hour	High Annual/Hour
National	$28,570/$13.13	$36,380/$17.49	$46,350/$22.29
State	$29,630/$14.24	$36,110/$17.36	$47,850/$23.01
Local	$25,430/$12.23	$31,710/$15.24	$45,950/$22.09
Source: Bureau of Labor Statistics 2022 wage data			

D. Trends:
1. "Even though there is a 6% projected decline in Bookkeeping, Accounting, and Auditing Clerks nationally, there is a 2% projected growth in North Carolina specifically, with 6,100 projected annual job openings from 2020-2030." https://www.onetonline.org/link/localtrends/43-3031.00?st=NC

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. "[Approximately] 183,900 openings for bookkeeping, accounting, and auditing clerks are projected each year, on average, over the decade. All of those openings are expected to result from the need to replace workers who transfer to other occupations or exit the labor force, such as to retire." https://www.bls.gov/ooh/office-and-administrative-support/bookkeeping-accounting-and-auditing-clerks.htm#tab-6

XII. Operating Budget

Table 11: Operating Budget

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2022-23	0	0	372	371	560	560
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)

2022-23 – Perkins Grant funds were utilized to buy supplies and pay for professional development.
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.
Note: Amounts can be transferred between supplies and travel.

XIII. 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. Continue to offer twelve-week ACC 120 Principles of Financial Accounting and BUS 110 Introduction to Business courses.
3. All program courses can be delivered 100% online.
4. Full-time instructors are program advisors.
5. Use mixed media methods to engage students in both seated and online courses.
6. Full-time instructors participated in the annual Onslow County High School Career Day.
7. Full-time instructors participated in the Youth Trades Entrepreneurship Conference (YTEC) to recruit high school students.
8. Full-time instructors take their BUS 110 classes to the Small Business Center on campus for networking opportunities.

B. Weaknesses:

1. Students were registering for ACC 130 before taking ACC 129 due to offering ACC 130 in the 2nd Fall and ACC 129 in the 1st Spring.
2. Full-time instructors could benefit from program-related professional development to stay up-to-date on trends and opportunities for students.
3. Analyze students' course enrollment patterns in order to determine best times and modalities for scheduling courses.

C. Progress and Response to Objectives Set and Printed in 2021-22 DTA:

1. Contact the students who withdraw from the program to determine their reason for withdrawal. **COMPLETE AND ONGOING**
2. Complete program evaluations for students during the advising process each semester. **COMPLETE AND ONGOING**
3. Implement strategies to increase graduate and employer survey completion. **COMPLETE AND ONGOING**

4. Communicate with local business owners to increase related job placement. **COMPLETE AND ONGOING**
5. Add program certificates for Career and College Promise students. **COMPLETE**
6. Offer courses so students can complete the program 100% online to meet student needs. **COMPLETE AND ONGOING**
7. Distribute program newsletter to all current students and members of the advisory committee. **COMPLETE**

D. Summary of Improvements and/or Budget Decisions Based On Analysis:
1. Budget permitting, full-time instructors plan to attend program-related professional development.
2. Submit curriculum program change for the 2024-25 College Catalog (Moving ACC 129 to 1st Fall and ACC 130 to 1st Spring).
3. Offer program required courses in both fully-online and with a seated component to gauge student interest and adhere to student needs.
4. Students are contacted as soon as we receive the spreadsheet provided by the Institutional Effectiveness and Student Success Office if a leaver survey is not on file.
5. During the advising appointment, transcripts are analyzed, and a checklist is prepared outlining what remaining courses they should take in what semester.
6. Completion of graduate surveys is encouraged and students are given extra credit in BUS 270, which is normally completed in the students' last semester for both programs of study.
7. We communicate with our advisory committee members encouraging them to let us know of any job openings they have within their firm and/or network of professionals. We also communicate with the Small Business Center about potential possibilities.
8. CCP Certificates were completed.
9. All program courses were submitted by the department head to be offered online.

E. Program Objectives/Actions for the Next 1 to 2 Years:
1. Revise the program semester-by-semester sequence to help students stay the course.
2. Investigate creating and implementing the NCCCS College Transfer Certificate.
3. Analyze students' course enrollment patterns in order to determine best times and modalities for scheduling courses.

F. Program/Student Learning Outcomes at Program Completion:

86%
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.

75%
   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.

67%
   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. 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. 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.

Table 12: Capstone Course–ACC 221 Intermediate Accounting II

Grade Distribution				Graduates	
Grade	# of Students	%		# of Students	Term
A	2	28.57%		3	2023SP
A-	1	14.29%			
B-	2	28.57%			
C	2	28.57%			
	7				
Retention Rate:		100%			

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. Enrollment

The associate annual unduplicated headcount for 2022-23 was 20, no change from the previous year. Fall freshman headcount was 14, a 27% increase from the previous year. (See Table 1.)

The diploma annual unduplicated headcount for 2022-23 was 12, a 25% decrease from the previous year. The Fall freshman headcount was 12, a 14% decrease from the previous year. (See Table 2.)

The Basic Refrigeration annual unduplicated headcount for 2022-23 was 8, a 20% decrease from the previous year. The Fall freshman headcount was 8, a 20% decrease from the previous year. (See Table 3.)

The Heating and Cooling Systems annual unduplicated headcount for 2022-23 was 10, a 9% decrease from the previous year. The Fall freshman headcount was 10, a 9% decrease from the previous year. (See Table 4.)

The HVAC Designs and Installation annual unduplicated headcount for 2022-23 was 5, a 29% decrease from the previous year. The Fall freshman headcount was 5, a 29% decrease from the previous year. (See Table 5.)

The Comfort Cooling annual unduplicated headcount for 2022-23 was 8, a 20% decrease from the previous year. The Fall freshman headcount was 8, a 20% decrease from the previous year. (See Table 6.)

The Residential Technician annual unduplicated headcount for 2022-23 was 9, a 10% decrease from the previous year. The Fall freshman headcount was 9, a 10% decrease from the previous year. (See Table 7.)
Those AHR courses without prerequisites are made available for Continuing Education enrollment as well as Curriculum enrollments.

Table 1: Air Conditioning, Heating, and Refrigeration Technology (A35100)

	Headcount		Grads		FTE			
	Fall FRS	Annual Undup.	No.	%	Fall	Spring	Summer	Total
2022-23	14	20	6	55	12.16	8.84	3.50	24.50
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

Table 2: Diploma (D35100)

	Headcount		Grads		FTE			
	Fall FRS	Annual Undup.	No.	%	Fall	Spring	Summer	Total
2022-23	12	12	6	50	3.56	1.94	1.31	6.81
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

Table 3: Basic Refrigeration Certificate (C35100B)

	Headcount		Grads	
	Fall FRS	Annual Undup.	No.	%
2022-23	8	8	8	100
2021-22	10	10	10	100
2020-21	15	15	15	100
2019-20	8	8	8	100
2018-19	9	9	9	100

Table 4: Heating and Colling Systems Certificate (C35100C)

	Headcount		Grads	
	Fall FRS	Annual Undup.	No.	%
2022-23	10	10	10	100
2021-22	11	11	11	100
2020-21	13	13	13	100
2019-20	8	8	8	100
2018-19	9	9	9	100

Table 5: HVAC Designs and Installation Certificate (C35100D)

	Headcount		Grads	
	Fall FRS	Annual Undup.	No.	%
2022-23	5	5	5	100
2021-22	7	7	7	100
2020-21	6	6	6	100
2019-20	8	8	8	100
2018-19	8	8	8	100

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

Table 6: Comfort Colling Certificate (C35100E)

	Headcount		Grads	
	Fall FRS	Annual Undup.	No.	%
2022-23	8	8	8	100
2021-22	10	10	10	100
2020-21	15	15	15	100
2019-20	11	11	10	91
2018-19	10	10	10	100

Table 7: Residential Technician Certificate (C35100R)

	Headcount		Grads	
	Fall FRS	Annual Undup.	No.	%
2022-23	9	9	9	100
2021-22	10	10	10	100
2020-21	15	15	15	100
2019-20	8	8	8	100
2018-19	9	9	9	100

III.   Program Withdrawal Rate

A. **Withdrawals from the College:** Of the 7 (3 associate, 4 diploma) students withdrawing from the College (27% withdrawal rate), none responded to the Leaver survey.

B. **Changed Academic Program:** Four students changed their academic program prior to completion. One changed to Associate in Arts, one changed to Health and Fitness Science, one to Emergency Medical Science, and one to Visiting.

IV.   Graduation Rate

The associate graduation rate was 55%, 6 graduates; Diploma was 50%, 6 graduates; Basic Refrigeration was 100%, 8 graduates; Heating and Cooling Systems was 100%, 10 graduates; HVAC Designs and Installation was 100%, 5 graduates; Comfort Cooling was 100%, 8 graduates; and Residential Technician was 100%, 9 graduates. The graduate unduplicated headcount is 16. (See Table 8.)

Table 8: Unduplicated Program Graduates 2022-23

	Graduates	Associate	Diploma	C35100B	C35100C	C35100D	C35100E	C35100R
Associate	6	N/A	6	0	0	5	0	0
Diploma	6	6	N/A	0	0	5	0	0
C35100B	8	0	0	N/A	8	0	8	8
C35100C	10	0	0	8	N/A	0	8	9
C35100D	5	5	5	0	0	N/A	0	0
C35100E	8	0	0	8	8	0	N/A	8
C35100R	9	0	0	8	9	0	8	N/A

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

V.   Goal Accomplishment

A. **Goal Accomplishment of Graduates:** Of the 16 graduating students, 6 responded to the graduate survey. Five graduates stated that their goal was to obtain a degree/diploma/certificate.

Upon graduating, 83% (5 graduates) of those responding to the survey said that they had fully accomplished their goal.

B. **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

C. **Goal Accomplishment of Early Leavers in 2022-23:** N/A

VI.   Successful Placement

The 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 2021-22 graduates showed one more graduate in related employment or enrolled in additional education for a placement rate of 77%. (See Table 9.)

Table 9: Job Placement Follow-Up Results

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

	Re-sponses	Related Employ.	Unrelated Employ.	Un-employ.	More Educ.	Un-known	1-yr Follow-up Related Emp.
2022-23	6	4 (67%)	0	2	1	0	
2021-22	13	3 (23%)	2	5	6	0	1 (31%)
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%)

2022-23 – One student in related employment is also enrolled in additional education.
2019-20 – Two students in related employment are also enrolled in additional education.
Note: Employment status percentages are calculated using the number of responses divided by number in related employment.

VII.   Employer Survey Results

Three surveys were sent, and one response was received. No graduates checked "do not contact" their employer. (See Table 10.)

Table 10: Employer Survey Results–Evaluation of Students in Related Field Only

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

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

VIII.   Certification/Licensure

To work on stationary air conditioners and refrigeration systems, individuals must be certified under Section 608 of the Clean Air Act. For 2022-23, 100% of diploma and A.A.S. completers obtained EPA refrigerant technician certification in at least one type (I, II, III, or Universal) classification.

IX.   Advisory Committee

The Advisory Committee did not meet during 2022-23. The Department Head is continuing to rebuild the Committee with new candidates to replace members that have retired or changed employment status. During 2022-23, the Department Head invited and organized opportunities for three local HVAC employers to review the program and lab facilities as well as visit with students.

X.   Student Opinion Survey

A. **Withdrawals from the College:** N/A

B. **Graduates from the Program:** The opinion survey reveals that Graduates rated Quality of Instruction in Program Areas, Quality of Instruction in Other Courses, Overall Quality of Academic Program, Teaching Facilities, and Equipment excellent. (See Table 11.)

Table 11: Student Opinion Survey Results

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

	Graduates (6 of 16)	Withdrawals (0 of 7)
Quality of Instruction in Program Areas	4.80	N/A
Quality of Instruction in Other Courses	4.60	N/A
Overall Quality of Academic Program	4.80	N/A
Teaching Facilities	4.80	N/A
Equipment	4.60	N/A

XI. 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. The evening program was not offered during 2022-23.

B. Facilities/Equipment: Over the past 3 years, training equipment in the lab has been updated, to include gas furnaces (propane and natural), 14-SEER split systems, and 14-SEER condensing units. These systems support residential and light commercial applications. A Sub-Zero freezer and an undercounter combination refrigerator-freezer support instruction of commercial refrigeration applications.

A Residential Heat Pump Trainer system has been 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 and testing tools were updated, to include refrigerant recovery pumps, digital micron gauges, system evacuation kits, and testing equipment. Skills using brazeless and braze-free technology have been incorporated, using crimping, electric flaring, swaging, and bender tools. This technology is safer and can be used in a variety of facility applications. This technology is currently used by HVAC field technicians.

The program continues to integrate experiential learning into instruction. As part of student competency and skill development, students assisted with removing old lab equipment and replacing it with newer, recently acquired equipment. This resulted in a streamlined lab floor plan, allowing more student working space and the opportunity to experience the set-up of multiple systems from the ground up.

A mandated EPA requirement that moves away from (the current) R-410A to A2L refrigerants will necessitate major changes to equipment and instruction. To reduce the global warming potential, all systems using refrigerant will need to utilize A2L refrigerants, which are lower in toxicity and flammability. Refrigeration systems must eventually be updated over the next few years as current refrigerants are phased out of production. This change will require professional development, technical training, curriculum updates, and equipment replacement.

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. Tentative plans are in place for construction on an awning beginning in 2024. With limited instructional space, electronic student trainers (such as the Heat Pump Trainer purchased 2022) are advantageous to support skills development. Additional systems desired to support competency instruction and mastery include AC & Refrigeration Trainer and Commercial Refrigeration.

C. Employment Demand:
Nationally, employment opportunities for Heating, Air Conditioning, and Refrigeration mechanics and installers are expected to increase 6% through 2032. In North Carolina, this occupation is expected to increase 13% statewide through 2030. There are 1,760 annual vacancies expected for this occupation in

North Carolina. Table 12 provides annual salary data for heating, air conditioning, and refrigeration mechanics and installers.

US source: Bureau of Labor Statistics 2022-2032 employment projections
NC source: Projections Central 2020-2030 long-term projections

Table 12: Heating, Air Conditioning, and Refrigeration Mechanics and Installers Annual Salary Data

Average Salary	Minimum Annual/Hour	Median Annual/Hour	High Annual/Hour
National	$36,170/$17.39	$51,390/$24.71	$82,630/$39.73
State	$32,910/$15.82	$48,000/$23.08	$65,240/$31.37
Local	$28,430/$13.67	$46,310/$22.26	$70,160/$33.73
Source: Bureau of Labor Statistics 2022 wage data			

D. Trends: Employment demand continues to be very strong for technicians in the HVAC field. Higher levels of technology now utilized in the field require a special set of skills even at the entry-level for technicians, giving an advantage in job seeking for program graduates.

A new mandate by the EPA to require utilization of A2L refrigerants will have a major impact on the HVAC industry. This will require a change in handling of refrigerant as well as replacement of equipment (nationwide). Additional technical training and professional development of instructors and technicians will be needed. 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.

XII.   Operating Budget

Table 13: Operating Budget

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2022-23	0	0	33,675	20,238	0	0
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

2022-23 – Although a 25% increase for supplies was approved to accommodate rising prices, funds were not fully utilized due to storage limitations and unforeseen ability to use materials already on-hand.
2021-22 – Heat Pump Trainer system was purchased with Perkins Grant funds.
2019-20 – New Generation Heat Pump was purchased with Perkins Grant funds.

XIII.   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.

Over the past 3 years, training equipment in the lab has been updated, to include gas furnaces (propane and natural), 14-SEER split systems, and 14-SEER condensing units. These systems support residential and light commercial applications. A Sub-Zero freezer and an undercounter combination refrigerator-freezer support instruction of commercial refrigeration applications.

A Residential Heat Pump Trainer system has been 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 and testing tools were updated, to include refrigerant recovery pumps, digital micron gauges, system evacuation kits, and testing equipment. Skills using brazeless and braze-free technology have been incorporated, using crimping, electric flaring, swaging, and bender tools. This technology is safer and can be used in a variety of facility applications. This technology is currently used by HVAC field technicians.

The program continues to integrate creative experiential learning into instruction. As part of student competency and skill development, students assisted with removing old lab equipment and replacing it with newer, recently acquired equipment. This resulted in a streamlined lab floor plan, allowing more student working space and the opportunity to experience the set-up of multiple systems from the ground up. In addition, students also participated in field trips to visit local contractors on two project sites to experience installing and maintaining HVAC systems in real time. These experiences in the lab and on job sites allow students to stay current with technology and prepare for the workforce upon program completion.

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. An evening certificate will be offered Fall 2023.

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 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.

A mandated EPA requirement that moves away from (the current) R-410A to A2L refrigerants will necessitate major changes to equipment and instruction. To reduce the global warming potential, all systems using refrigerant will need to utilize A2L refrigerants which are lower in toxicity and flammability. Refrigeration systems must eventually be updated over the next few years as current refrigerants are phased out of production. This change will require professional development, technical training, curriculum updates, and equipment replacement.

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 2021-22 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. **COMPLETE** – After a review of local market data, the Basic Refrigeration Certificate is offered beginning Fall 2023.
   2. Investigate options for an outside classroom space, including an awning, safety bollards, and re-direction of traffic. **CONTINUE AS REVISED** – A contract for construction of the awning area is now anticipated for 2024.
   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. **CONTINUE** – Budget constraints related to equipment funds did not allow for the completion of this objective during 2022-23.

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 AS REVISED** – A basic review of high school course offerings at the ENCRSC has been completed and 9-14 Pathways developed. However, recent updates in NCDPI secondary CTE courses and a statewide review of high school CTE courses planned for 2023-24 will require an additional comprehensive review.

5. Explore revitalization of Advisory Committee membership and expansion including membership representing the local businesses. **CONTINUE** – Membership of the AHR Advisory Committee continues to need expansion with local HVAC employers. Three employers have visited the program to review facilities and instruction.

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. **CONTINUE** – During 2022-23, Department Head initiated the process of facilitating Graduate Surveys and Applications for Graduation. This effort will continue and expand for certificate, diploma, and AAS.

D. **Summary of Improvements and/or Budget Decisions Based On Analysis**
1. Completion rate for certificate programs at 100% during 2022-23.
2. All (100%) of diploma and A.A.S. completers obtained EPA refrigerant technician certification in at least one type (I, II, III, or Universal) classification.
3. Department Head completed initial review of high school CTE courses at Eastern North Carolina Regional Skills Center and 9-14 pathways to the Air Conditioning, Heating, and Refrigeration Technology program.
4. The program incorporated essential skills of using brazeless and braze-free technology using crimping, electric flaring, swaging, and bender tools.
5. To enhance experiential learning, students assisted with removing old lab equipment and replacing it with newer, recently acquired equipment. This resulted in a streamlined lab floor plan, allowing more student working space and the opportunity to experience the set-up of multiple systems from the ground up.
6. Students participated in field trips to visit local contractors on two project sites to experience installing and maintaining HVAC systems in real time.

E. **Program Objectives/Action for the Next 1 to 2 Years**
1. Construct an outside classroom space, including an awning, safety bollards, and re-direction of traffic.
2. 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.
3. Department Head will review updated high school CTE courses offered at the Eastern North Carolina Regional Skills Center (ENCRSC) for possible articulation and evaluate existing 9-14 pathways.
4. Explore revitalization of Advisory Committee membership and expansion including membership representing the local businesses.
5. 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.
6. Evaluate and explore the integration of A2L refrigerants into program instruction. This evaluation will include the need for technical training, curriculum development, student trainers, equipment, and refrigerant recovery tools.

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.

67% 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.

77% 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. 4.00
2. 4.00
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 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.

Table 14: Capstone Course–AHR 133 HVAC Servicing

Grade Distribution				Graduates	
Grade	# of Students	%		# of Students	Term
A	5	45.5%		0	2023SU
B+	1	9.1%			
B	1	9.1%			
C+	1	9.1%			
C	1	9.1%			
D	2	18.2%			
	11				
Retention Rate:		100%			

Table 15: Capstone Course–AHR 211 Residential System Design

Grade Distribution				Graduates	
Grade	# of Students	%		# of Students	Term
A	6	100%		6	2023SP
	6				
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.   Enrollment

The associate annual unduplicated headcount for 2022-23 was 21, no change from the previous year. The Fall freshman headcount was 11, a 21% decrease from the previous year. (See Table 1.)

The diploma annual unduplicated headcount for 2022-23 was 4, a 64% decrease from the previous year. The Fall freshman headcount was 4, a 60% decrease from the previous year. (See Table 2.)

The Architectural Drafting and Design I certificate annual unduplicated headcount for 2022-23 was 8, a 33% decrease from the previous year. The Fall freshman headcount was 8, a 33% decrease from the previous year. (See Table 3.)

The Architectural Drafting and Design II certificate annual unduplicated headcount for 2022-23 was 11, a 22% increase from the previous year. The Fall freshman headcount was 11, a 22% increase from the previous year. (See Table 4.)

The Digital Design certificate annual unduplicated headcount for 2022-23 was 3, a 70% decrease from the previous year. The Fall freshman headcount was 3, a 70% decrease from the previous year. (See Table 5.)

Table 1: Architectural Technology (A40100)

	Headcount		Grads		FTE			
	Fall FRS	Annual Undup.	No.	%	Fall	Spring	Summer	Total
2022-23	11	21	8	57	13.34	13.59	4.44	31.37
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

Table 2: Diploma (D40100)

	Headcount		Grads		FTE			
	FRS	Annual Undup.	No.	%	Fall	Spring	Summer	Total
2022-23	4	4	3	75	0.88	0.94	0.00	1.82
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

Table 3: Architectural Drafting and Design I Certificate (C40100)

	Headcount		Grads	
	FRS	Annual Undup.	No.	%
2022-23	8	8	8	100
2021-22	12	12	12	100
2020-21	9	9	9	100
2019-20	12	12	11	92
2018-19	4	4	4	100

Table 4: Architectural Drafting and Design II Certificate (C40100A)

	Headcount		Grads	
	FRS	Annual Undup.	No.	%
2022-23	11	11	11	100
2021-22	9	9	9	100
2020-21	8	8	8	100
2019-20	6	6	6	100
2018-19	4	4	4	100

Table 5: Digital Design Certificate (C40100B)

	Headcount		Grads	
	FRS	Annual Undup.	No.	%
2022-23	3	3	3	100
2021-22	10	10	10	100
2020-21	8	8	8	100
2019-20	5	5	5	100
2018-19	6	6	6	100

III.   Program Withdrawal Rate

A. Withdrawals from the College: Of the 3 (2 associate, 1 diploma) students withdrawing from the College (12% withdrawal rate), one responded to the Leaver survey.

B. Changed Academic Program: Three students changed their academic program prior to completion. One changed to Associate in Arts, one to Associate in Science, and one to Business Administration.

IV.   Graduation Rate

The associate graduation rate was 57%, with 8 graduates. The diploma graduation rate was 75%, with 3 graduates. The Architectural Drafting and Design I certificate graduation rate was 100%, with 8 graduates. The Architectural Drafting and Design II certificate graduation rate was 100%, 11 graduates. The Digital Design certificate graduation rate was 100%, 3 graduates. The graduate unduplicated headcount was 18. (See Table 6.)

Table 6: Unduplicated Program Graduates 2022-23

	Graduates	Associate	Diploma	Drafting & Design I Cert.	Drafting & Design II Cert.	Digital Design Cert.
Associate	8	N/A	0	0	0	0
Diploma	3	0	N/A	3	3	3
Drafting & Design I Cert.	8	0	3	N/A	8	3
Drafting & Design II Cert.	11	0	3	8	N/A	3
Digital Design Cert.	3	0	3	3	3	N/A

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

V. Goal Accomplishment

A. Goal Accomplishment of Graduates: Of the 18 graduating students, 8 responded to the graduate survey. All graduates stated their goal was obtaining a degree/diploma/certificate.

Upon graduating, 75% (6 graduates) responded that they had fully accomplished their goal; and 25% (2 graduates) partially accomplished their goal.

B. 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

C. Goal Accomplishment of Early Leavers in 2022-23: One withdrawal responding to the Leaver survey said they partially accomplished their goal.

VI. Successful Placement

The related employment and/or enrolled in additional education rate of the graduates responding to the survey is 50%, 1 in related field and 3 enrolled in additional education. The one-year follow-up (Alumni Survey-Job Link) of 2021-22 graduates showed one more graduate in related employment or enrolled in additional education for a placement rate of 100%. (See Table 7.)

Table 7: Job Placement Follow-Up Results

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

	Re-sponses	Related Employ.	Unrelated Employ.	Un-employ.	More Educ.	Un-known	1-yr Follow-up Related Emp.
2022-23	8	1 (13%)	3	4	3	0	
2021-22	5	0 (0%)	2	3	4	0	1 (20%)
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%)

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.

VII. Employer Survey Results

One survey was sent, and one response was received. No graduates checked "do not contact" their employer. (See Table 8.)

Table 8: Employer Survey Results–Evaluation of Students in Related Field Only

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

	Responses (1 of 1)
Performance of vocational or technical skills	4.00
Effective communication in speaking, writing, reading and listening	5.00
Demonstrates the needed math skills	N/A
Uses information to analyze problems and make logical decisions	3.00
Demonstrates good work habits	5.00
If the need arises, would you hire a Coastal graduate in the future?	100% Yes
Overall rate of satisfaction with Coastal graduate employee	4.00

VIII.   Certification/Licensure

Available, but not required. Certification can be obtained outside the Architectural Technology program through industry-affiliated organizations such as Autodesk University, Vectorworks University, Chief Architect, and the American Institute of Architects (AIA).

IX.   Advisory Committee

The Advisory Committee had an in-person meeting during Fall 2022. The committee was updated on the status of graduates and alumni, including additional education through enrollment in programs at ECU and UNC-Charlotte. The committee was also updated on the current enrollment status. Discussion included updating the program curriculum to less manual drafting and more CAD (digital) drafting and offering CAD sooner within the schedule of course offerings. In addition, to help students complete the program math requirements, this course will be offered in the second semester, rather than first, to assist students needing additional remediation at the beginning of the AAS or Diploma program. The Advisory Committee agreed and recommended that the Department Head move forward with the changes that will assist with student success, program completion, and reflect current workforce needs and employability skills for program graduates. In addition, the Advisory Committee discussed and approved revamping the Trades Day drafting events, changing from manual drafting to CAD drafting. This aligns with the high school curriculum and SkillsUSA events.

X.   Student Opinion Survey

A. Withdrawals from the College: 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. (See Table 9.)

B. Graduates from the Program: The opinion survey reveals that Graduates rated Quality of Instruction in Program Areas, Quality of Instruction in Other Courses, and Overall Quality of Academic Program above average; Teaching Facilities and Equipment average. (See Table 9.)

Table 9: Student Opinion Survey Results

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

	Graduates (8 of 18)	Withdrawals (1 of 3)
Quality of Instruction in Program Areas	4.25	5.00
Quality of Instruction in Other Courses	3.50	5.00
Overall Quality of Academic Program	3.75	5.00
Teaching Facilities	3.25	5.00
Equipment	2.88	5.00

XI.   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 staffing the program.

B. Facilities/Equipment: The Manual Drafting Lab (T102): To provide students with employability skills and workforce preparedness, the program is transitioning from traditional manual drafting to more CAD (digital) drafting skills. This change is essential to ensure the program continues to be current with employer needs. To facilitate this change, updates will be needed in the Manual Drafting Lab (T102). This will include updates to the furniture (i.e., desks, chairs), computers, electrical outlets, curriculum support, and modification of room layout. Planning for the transition to a hybrid manual and computer lab began during 2022-23. A plan for items needed has been completed. Budgeting will be included in the 2023-24 budget. Several workstations were repurposed by IT from other locations and provided for use in T102; however, additional units are needed that have the power and capacity necessary for instruction. This modification to include additional computers in both instructional labs will allow for scheduling flexibility.

<u>Computer Aided Drafting and Design Lab (T133B):</u> The program utilizes multiple programs such as Autodesk's AutoCAD, AutoCAD Architecture, Revit, Inventor, Fusion 360, Chief Architect, and Sketchup. These programs are designed to give fundamental skills required by various fields of employment for program graduates. These programs offer 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. Updates to technical training and curriculum in these and related fields are always needed for faculty.

The power and speed of computers needed to efficiently run these technical programs are higher performing models. Unfortunately, the computers in T133B (16 student and 1 instructor) are at the end of their useful life. To sustain and maintain the cutting-edge and industry standard software while providing essential workplace skills, new workstations are needed. A cost estimate for new units will be included in the 2023-24 budget.

A 3D plotter was acquired through a donation from the Learning Resources Center. It has a smaller profile and is mobile, making it an asset for the students to complete a 3D design and have a hard copy product at the end.

C. **Employment Demand:**

Nationally, employment opportunities for architectural and civil drafters are expected to decrease 1% through 2032. In North Carolina, this occupation is expected to increase 7% through 2030. There are 280 annual vacancies expected for this occupation in North Carolina. Table 10 provides annual salary data for architectural and civil drafters.

US source: Bureau of Labor Statistics 2022-2032 employment projections
NC source: Projections Central 2020-2030 long-term projections

Table 10: Architectural and Civil Drafters Annual Salary Data

Average Salary	Minimum Annual/Hour	Median Annual/Hour	High Annual/Hour
National	$37,470/$18.16	$59,820/$18.76	$86,180/$41.44
State	$39,470/$18.98	$58,700/$28.22	$81,770/$39.31
Local	No Local Data	No Local Data	No Local Data
Source: Bureau of Labor Statistics 2022 wage data			

D. **Trends:** The demand for green and sustainable building designs, materials, and methods is anticipated to continue. Additional areas of focus may be AI integration in the AEC (Architecture, Engineering, Construction) field, and emerging technologies, such as Light Detection and Ranging (LIDAR).

XII. Operating Budget

Table 11: Operating Budget

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2022-23	0	0	7,465	2,853	490	490
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

2022-23 – With the ongoing transition to CAD, paper requirements are moving to plotter paper and not cut sheet & film. Currently cut sheet and film are more expensive than plotter paper.
2020-21 – The computers in the CAD lab were replaced.

XIII. Quality Review Summary

A. **Strengths:** The program is committed to providing training that represents industry standard technology and techniques (3D plotting, laser cutting and engraving, and using updated large-format scanners and

plotters). Faculty and members of the Advisory Committee are dedicated to preparing students for the workforce or additional education opportunities.

Local employers have a large number of program graduates working locally in the AEC (Architecture, Engineering, Construction) field. This results in the program experiencing strong support from employers and membership on the Advisory Committee. Employers often contact the program directly for potential new hires.

Successful student completion of program requirements is often challenging. A review and revision of course sequencing and offering of related courses was recently completed and will be implemented beginning Fall 2024. Adjustment of the class schedules and semester offerings is anticipated to help students obtain certificates and/or diploma as stackable credentials in addition to the AAS. Offering the related math course in the second semester will allow for possible student remediation, if needed, during the program's first semester.

An additional career pathway for program graduates includes ECU's Bachelor of Science in Industrial Technology with a concentration in Architectural Technology. This is attractive to students considering the program or currently enrolled. It has resulted in students continuing their education at ECU rather than entering the workforce upon program completion.

B. **Weaknesses:** To provide students with employability skills and workforce preparedness, the program is transitioning from traditional manual drafting to more CAD (digital) drafting skills. This change is essential to ensure the program continues to be current with employer needs. To facilitate this change, updates are needed in the Manual Drafting Lab (T102). This includes updates to the furniture (desks, chairs), computers, electrical outlets, curriculum support, and modification of room layout. Planning for the transition to a hybrid manual and computer lab began during 2022-23 and implementation is just beginning. A plan for items needed has been completed. While several workstations were repurposed by IT from other locations and provided for use in T102, additional units are still needed that have the power and capacity necessary for instruction. This update is needed to strengthen the skills and abilities of program graduates entering the workplace.

The computers in T133B (16 student and 1 instructor) are at the end of their useful life. To sustain and maintain the cutting-edge software that is the industry standard while providing essential workplace skills, new workstations are needed. The power and speed of computers needed to efficiently run these technical programs are usually higher performing units. A cost estimate for new computers will be included in the 2023-24 budget.

The large-format (36-inch) scanner/copier/plotter is in need of replacement and updating. This equipment item also supports activities within Physical Plant Operations and special projects that require large format scanning or printing.

Enrollment and retention of students in the program continues to be a weakness. In addition, efforts are still needed to encourage program graduates to provide updated information on employment status.

Keeping the faculty up-to-date through professional development is desired, with particular emphasis on green and sustainable technology. Other areas of training include artificial intelligence (AI), and emerging technologies such as LIDAR and drones.

C. **Progress and Response to Objectives Set and Printed in 2021-22 DTA**
   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. **CONTINUE AS REVISED** – Faculty are staying current through online and printed technical resources. However, in-person or guided remote learning is ideal for professional development.
   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. **CONTINUE AS REVISED** – A review of curriculum and order of course offerings have been completed and initially approved by 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. **CONTINUE AS REVISED** – Due to budget constraints, this objective has not yet been completed.

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. The Level I (Technical) competition was converted to CAD assembly drawings instead of the manual orthographic drawings of years past. **COMPLETE** – The Trades Day event competencies were revised and updated to utilize CAD (digital) drafting. This strategy aligns with high school curriculum and coordinates with the program's move from less manual to more CAD drafting competencies.

5. Identify potential furniture to support the modernization of the Manual Drafting Lab (T102) to meet current trades specific standards. **CONTINUE AS REVISED** – Planning for the transition to a hybrid manual and computer lab is in process and identification of items needed has been completed. New computer chairs and tables have been budgeted.

D. Summary of Improvements and/or Budget Decisions Based On Analysis
1. New resilient flooring was installed in the manual drafting lab (T102). The new flooring is easier to maintain and will last longer. It also compliments the existing white, black, and grey color scheme.
2. A new Wi-Fi router was installed in T133B to strengthen the signal for students when they use laptops and tablets.
3. A new small and mobile 3D plotter was donated to the program by the LRC. This enables students in either classroom to generate 3D models for projects or their portfolio.
4. The program obtained student and instructor licenses to UpCodes to provide students with an additional digital resource in the research and usage of Building Codes across the country.
5. A review of curriculum and order of course offerings has been completed and initially approved by the Advisory Committee.
6. The Trades Day event competencies were revised and updated to utilize CAD (digital) drafting. This strategy aligns with high school curriculum and coordinates with the program's move from less manual to more CAD drafting competencies. This also aligns with the SkillsUSA guidelines and requirements.

E. Program Objectives/Action for the Next 1 to 2 Years:
1. Provide professional development for faculty for key technical areas, with particular emphasis on green and sustainable technology, AI, and emerging technologies such as LIDAR and drones.
2. Revise course sequencing for the program and semester of offering of related math course. This revision is to support the need for more CAD drafting earlier in the program and mitigate challenges with math proficiency. This adjustment of the class schedules and semester offerings is anticipated to help students obtain certificates and/or diploma as stackable credentials in addition to the AAS. Offering the related math course in the second semester will allow for possible student remediation, if needed, during the program's first semester.
3. Update and replace the large-format (36-inch) scanner/copier/plotter for essential skill development of scanning and printing of blueprints and drawings. This equipment item also supports activities within Physical Plant Operations and special projects that require large format scanning or printing.
4. Transition and update the manual drafting lab (T102) into a hybrid manual and CAD drafting lab. To facilitate this change, updates will be needed for furniture (i.e., new computing/drafting tables, chairs), computers, electrical outlets, curriculum support, and modification of room layout.
5. Utilize second-year students to help support the event competitions and activities of the annual *Trades Day: Champions at Work* event sponsored by the Chamber of Commerce in the spring. This will help to showcase student accomplishments and talents, strengthen soft skills, and provide an opportunity to network with business representatives and foster possible future employment opportunities.
6. Update the CAD Lab (T133B) with new computers that are able to sustain and maintain the cutting-edge software that is the industry standard while providing students with essential workplace skills.

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.
   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.

100%

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

50%
    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.

100%
    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. 4.00
2. 5.00
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.

100%
    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.

Table 12: Capstone Course–ARC 235 Architectural Portfolio

Grade Distribution				Graduates	
Grade	**# of Students**	**%**		**# of Students**	**Term**
A	6	75.0%		8	2023SP
A-	1	12.5%			
D-	1	12.5%			
	8				
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. Enrollment

The Associate Degree Nursing (ADN) annual unduplicated headcount for 2022-23 was 61, a 5% increase from the previous year. The freshman headcount was 30, no change from the previous year. (See Table 1.)

The Associate Degree Nursing Transition annual unduplicated headcount for 2022-23 was 2, no change from the previous year. The freshman headcount was 0, no change from the previous year. (See Table 2.)

Table 1: Associate Degree Nursing (A45110)

	Headcount		Grads		FTE			
	FRS	Ann'l Undup.	No.	%	Fall	Spring	Summer	Total
2022-23	30	61	30	100	38.31	37.38	5.94	81.63
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

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.

Table 2: Associate Degree Nursing Transition (A45110T)

	Headcount		Grads		FTE			
	FRS	Ann'l Undup.	No.	%	Fall	Spring	Summer	Total
2022-23	2	2	0	0	0.00	1.25	0.56	1.81
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

III. Program Withdrawal Rate

A. Withdrawals from the College: Of the 6 students withdrawing from the College (10% withdrawal rate), none responded to the Leaver survey.

B. Changed Academic Program: Seven students changed their academic program prior to completion. One changed to Basic Law Enforcement Training, one changed to Associate in General Education Nursing, and five changed to Associate in Arts.

IV. Graduation Rate

The Associate Degree Nursing graduation rate was 100%, 30 graduates. (See Table 1.)

V.   Goal Accomplishment

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

   Of the 30 graduating students, 30 responded to the graduate survey. Twenty-nine graduates stated that their objective was to obtain a degree.

   Upon graduating, 90% (27 graduates) of those responding to the survey said that they had fully accomplished their goal, 7% (2 graduates) said that they had partially accomplished their goal.

   B. 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

   C. Goal Accomplishment of Early Leavers in 2022-23: N/A

VI. 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 93%, 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 2021-22 graduates showed no more graduates in related employment or enrolled in additional education for a placement rate of 100%. (See Table 3.)

Table 3: Job Placement Follow-Up Results

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

	Re-sponses	Related Employ.	Unrelated Employ.	Un-employ.	More Educ.	Un-known	1-yr Follow-up Related Emp.
2022-23	30	27 (90%)	0	3	19	0	
2021-22	28	27 (96%)	0	1	19	0	Unch (96%)
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%)

2022-23 – Eighteen students enrolled in additional education are also in related employment.
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.
Note: Employment status percentages 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.

VII. Employer Survey Results

Twenty-seven surveys were sent, and three responses were received. No graduates checked "do not contact" their employer. (See Table 4.)

Table 4: Employer Survey Results–Evaluation of Students in Related Field Only

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

	Responses (3 of 27)
Performance of vocational or technical skills	4.00
Effective communication in speaking, writing, reading and listening	4.00
Demonstrates the needed math skills	4.00
Uses information to analyze problems and make logical decisions	4.00
Demonstrates good work habits	4.33
If the need arises, would you hire a Coastal graduate in the future?	100% Yes
Overall rate of satisfaction with Coastal graduate employee	4.00

VIII.   Certification/Licensure

The 2022 first time pass rate of the NCLEX-RN exam for the 29 students who tested during the current reporting period is 90%. (See Table 5.)

Table 5: Certification/Licensure Results: National Council Licensing Exam - RN

	No. Tested	No. 1st Time Passing	No. Failed	% 1st Time Passing	Retake Pass	Overall % Pass
2022-23	30	27	3	90	2	97
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*

2018-2019 – Only one of the students has retested and passed on the second attempt.

IX.   Advisory Committee

The Advisory Committee meeting was held on September 13, 2022. 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.

X.   Student Opinion Survey

A. **Withdrawals from the College:** N/A

B. **Graduates from the Program:** The opinion survey reveals that 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 Table 6.)

Table 6: Student Opinion Survey Results

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

	Graduates (30 of 30)	Withdrawals (0 of 6)
Quality of Instruction in Program Area	4.17	N/A
Quality of Instruction in Other Courses	4.07	N/A
Overall Quality of Academic Program	4.03	N/A
Teaching Facilities	3.79	N/A
Equipment	3.52	N/A

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

A. **Staffing:** For the 2022-2023 year, faculty include six full-time Registered Nurses as well as the Director of the Associate Degree Nursing and Practical Nursing Programs. Three of those faculty are shared with the Practical Nursing program. Three full-time Registered Nurses teach exclusively in the ADN program. Adjunct Registered Nurses are hired for clinical sites in order to meet ratios.

B. **Facilities/Equipment:**
    Labs – The standard labs in H119 and H126 continue to meet nursing student needs. The simulation lab (H113) was used through the Spring 2023 semester. It has since been replaced with a new simulation lab in MS207.

    Classroom space – Classrooms H106, H137, H119, and MS211 meet lecture needs for the ADN program with the ability to seat 30 students. H119 is sufficient to meet the needs of the students when performing skills.

    H126 meets classroom and skills lab needs in the ADN program when the classes are divided during labs.

    Equipment – All classrooms and H119 and H126 labs are equipped with mounted projectors, Smart Boards or Sympodiums, and laptops that meet the classroom needs. Simulation equipment includes SimBaby, which is a mid-fidelity manikin; SimMom, 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; Aria, a pediatric simulator; and an additional Juno mid-fidelity manikin. These are housed in the new simulation lab in MS207.

C. **Employment Demand:** Nationally, employment opportunities for registered nurses are expected to increase by 6% through 2032. In North Carolina, this occupation is expected to increase 12% through 2030. There are 6,780 annual vacancies expected for this occupation in North Carolina. Table 7 provides annual salary data for registered nurses.

    US source: Bureau of Labor Statistics 2022-2032 employment projections
    NC source: Projections Central 2020-2030 long-term projections

Table 7: Registered Nurses Annual Salary Data

Average Salary	Minimum Annual/Hour	Median Annual/Hour	High Annual/Hour
National	$61,250/$29.45	$81,220/$39.05	$129,400/$62.21
State	$59,580/$28.45	$76,460/$39.05	$100,430/$62.21
Local	$57,120/$29.45	$63,230/$30.40	$85,610/$41.16
Source: Bureau of Labor Statistics 2022 wage data			

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 2011-2022 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.

    Coastal's 2022-2023 graduates were heavily recruited by local hospitals and hospitals outside the community during the last semester of the program.

XII.   Operating Budget

Table 8: Operating Budget

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2022-23	0	0	40,971	32,144	6,862	2,569
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

2022-23 – Professional development opportunities for faculty were held virtually, resulting in a reduced cost.
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.

XIII.   Quality Review Summary

A.   Strengths: For the Spring 2023 graduating class, all students who entered the program graduated. In addition, the NCLEX pass rates for the Spring 2023 graduates were the highest in the past five years at 90%. Students graduating from our program have a high probability of being employed as Registered Nurses.

Relationships with our clinical partners are very strong. Some clinical affiliates have inquired about the possibility of furthering those relationships. For instance, Onslow Memorial has inquired about the potentiality of the ADN Program reserving some spots for their employees who currently hold a PN credential to participate as ADN transitions students.

In an effort to increase rigor and success rates, faculty have revised and updated their lesson plans, their assessments, and their teaching methodology to ensure that students meet the minimum standards that are required by the state.

The Associate Degree Nursing program is accredited by the Accreditation Commission for Education in Nursing (ACEN). Graduates will benefit from attending an ACEN-accredited nursing program, as it may open opportunities that were previously limited in both employment and furthering their education.

B.   Weaknesses:

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 2022, Coastal's 3-year average for NCLEX pass rates remained below the requirement from the NCBON. Due to this, our NCBON consultant visited in March 2023 to review our improvement plan; the consultant endorsed our plan.

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 2022-23 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.

C.   Progress and Response to Objectives Set and Printed in 2021-22 DTA
1.   Determine the best placement in the curriculum for ADN students to challenge the NA II competency exam. **COMPLETE**
2.   Identify strategies to increase the response rate on Employer surveys by collaborating with the Office of Institutional Effectiveness. **COMPLETE AND ONGOING**
3.   The Associate Degree Nursing program will implement simulation into each course in the curriculum with a clinical component. **COMPLETE AND ONGOING**

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. **COMPLETE AND ONGOING**
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. **COMPLETE**
   b. If a trend is noticed, strategies will be implemented to increase student retention of information in these areas. **COMPLETE**
6. Investigate the coordination and usage of the simulation lab. **CONTINUE** – Faculty have met to develop and implement a calendar for the simulation lab. However, we continue to investigate how to use the simulation lab to coordinate clinical rotations due to the current faculty shortage.
7. Ensure assessments and instruction are in alignment with NCLEX standards. **COMPLETE AND ONGOING**
8. Evaluate the minimum admission requirements for applying to the ADN program. **COMPLETE**

D. Summary of Improvements and/or Budget Decisions Based On Analysis
1. After review of State Board policy, and conferring with faculty in Continuing Education, it was determined that at the end of the second semester of the first year, Associate Degree Nursing students can challenge the Nurse Aide II competency exam.
2. The Director for Nursing collaborated with the Office of Institutional Effectiveness and Student Success. In an effort to increase the Employer Survey response rates, the Director will contact clinical site representatives who have more direct supervision of our graduates.
3. In NUR 111 Intro to Health Concepts, faculty have collaborated and developed simulation exercises to develop clinical judgement. The Program Director has established clear expectations with the Nursing faculty that in the Spring 2024 semester simulation experiences should be incorporated into their courses. Faculty are working to develop these plans for implementation.
4. The Spring 2023, graduates participated in 60 hours of preceptorships at local clinical sites and we will continue to place students in preceptorships during NUR 213 Complex Health Concepts.
5. When comparing HESI scores from Spring 2022 with Spring 2023, the overall averages improved. There were no significant trends noticed in comparing the data.
6. The Program Director along with the Nursing faculty review departmental assessments and instructional resources to ensure alignment with the NCLEX test plan.
7. The Division Chair for Nursing and Allied Health and the Nursing Programs Director met with Student Services staff and determined that a new standard of 80% on the HESI should be implemented for incoming Associate Degree Nursing students for Fall 2024.

E. Program Objectives/Actions for the Next 1 to 2 Years
1. Investigate the coordination and usage of the simulation lab.
2. Update course assessments to include application level questions to ensure assessments meet cognitive level guidelines.
3. Include case scenarios and clinical judgment activities in every nursing course to ensure that students "Complete the Course."
4. Investigate whether the ADN Program's current retention rate is in alignment with regional and national retention rates.
5. Investigate the availability of larger lecture and lab space to determine the feasibility of expanding program enrollment.

F. Program Outcomes at Program Completion
Exam Pass Rate

90%   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

100%   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.

NA   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

90%   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.

2022-2023 EPSLOs

EPSLOs that were met: 2, 3, 5, 6. EPSLOs that were not met: 1, 4, 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.

Table 9: Capstone Course–NUR 213 Complex Health Concepts

Grade Distribution				Graduates	
Grade	# of Students	%		# of Students	Term
A	2	6.7%		30	2023SP
A-	2	6.7%			
B+	4	13.3%			
B	9	30.0%			
B-	8	26.7%			
C+	5	16.7%			
	30				
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), Powertrain Certificate (C60160P),
Emissions Certificate (C60160S), 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.   Enrollment

The diploma annual unduplicated headcount for 2022-23 was 19, a 6% increase from the previous year. The freshman headcount was 19, a 6% increase from the previous year. (See Table 1.)

The Automotive Systems Technology Certificate annual unduplicated headcount for 2022-23 was 8, a 27% decrease from the previous year. The freshman headcount was 8, a 27% decrease from the previous year. (See Table 2.)

The Powertrain Certificate annual unduplicated headcount for 2022-23 was 9, a 31% decrease from the previous year. The freshman headcount was 9, a 31% decrease from the previous year. (See Table 3.)

The Emissions Certificate annual unduplicated headcount for 2022-23 was 12. The freshman headcount was 12. This is the first year of the program. (See Table 4.)

The Undercar Certificate annual unduplicated headcount for 2022-23 was 15, a 36% increase from the previous year. The freshman headcount was 15, a 36% increase from the previous year. (See Table 5.)

Table 1: Automotive Systems Technology (D60160)

	Headcount		Grads		FTE			
	FRS	Annual Undup.	No.	%	Fall	Spring	Summer	Total
2022-23	19	19	15	79	13.28	14.63	8.00	35.91
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

Table 2: Automotive Systems Technology Certificate (C60160)

	Headcount		Grads	
	FRS	Annual Undup.	No.	%
2022-23	8	8	8	100
2021-22	11	11	11	100
2020-21	7	7	7	100
2019-20	8	8	8	100
2018-19	11	11	11	100

Table 3: Powertrain Certificate (C60160P)

	Headcount		Grads	
	FRS	Annual Undup.	No.	%
2022-23	9	9	9	100
2021-22	13	13	13	100
2020-21	11	11	11	100
2019-20	11	11	11	100
2018-19	12	12	12	100

Table 4: Emissions Certificate (C60160S)

	Headcount		Grads	
	FRS	Annual Undup.	No.	%
2022-23	12	12	12	100

Table 5: Undercar Certificate (C60160U)

	Headcount		Grads	
	FRS	Annual Undup.	No.	%
2022-23	15	15	15	100
2021-22	11	11	11	100
2020-21	7	7	7	100
2019-20	7	7	7	100
2018-19	11	11	11	100

III. Program Withdrawal Rate

A. **Withdrawals from the College:** Of the 3 diploma students withdrawing from the College (16% withdrawal rate), none responded to the Leaver survey.

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

IV. Graduation Rate

The diploma graduation rate was 79%, 15 graduates; Automotive Systems Technology Certificate graduation rate was 100%, 8 graduates; the Powertrain Certificate graduation rate was 100%, 9 graduates; the Emissions Certificate graduation rate was 100%, 12 graduates; and the Undercar Certificate graduation rate was 100%, 15 graduates. The graduate unduplicated headcount was 17. (See Table 6.)

Table 6: Unduplicated Program Graduates 2022-23

	Graduates	Diploma	AST Certificate	Emissions Certificate	Powertrain Certificate	Undercar Certificate
Diploma	15	N/A	8	11	9	14
AST Certificate	8	8	N/A	7	8	8
Emissions Certificate	12	11	7	N/A	8	10
Powertrain Certificate	9	9	8	8	N/A	9
Undercar Certificate	15	14	8	10	9	N/A

Note: The table shows students who graduated with one or more credential.
Seven students graduated with the Diploma, C60160, C60160P, C60160S, and C60160U.

V. Goal Accomplishment

A. **Goal Accomplishment of Graduates:** Of the 17 graduating students, 17 responded to the graduate survey. Fourteen graduates stated that their goal was to obtain a diploma/certificate and one to enhance their job skills for a new line of work.

   Upon graduating, 59% (10 graduates) said that they had fully accomplished their goal and 29% (5 graduates) said they partially accomplished their goal.

B. **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 their goal.

C. **Goal Accomplishment of Early Leavers in 2022-23:** N/A

VI. Successful Placement

The related employment and/or enrolled in additional education rate of the graduates responding to the survey is 88%, 10 in related employment and 10 enrolled in additional education. Five 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 2021-22 graduates showed no more graduates in related employment or enrolled in additional education for a placement rate of 70%. (See Table 7.)

Table 7: Job Placement Follow-Up Results

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

	Re-sponses	Related Employ.	Unrelated Employ.	Un-employ.	More Educ.	Un-known	1-yr Follow-up Related Emp.
2022-23	17	10 (59%)	4	3	10	0	
2021-22	10	2 (20%)	1	7	6	0	Unch (20%)
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%)

2022-23 – Five graduates enrolled in additional education are also in related employment.
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.
Note: Employment status percentages are calculated using number of responses.

VII. Employer Survey Results

Six surveys were sent, and six responses were received. Two graduates checked "do not contact" their employer. (See Table 8.)

Table 8: Employer Survey Results–Evaluation of Students in Related Field Only

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

	Responses (6 of 6)
Performance of vocational or technical skills	4.50
Effective communication in speaking, writing, reading and listening	4.17
Demonstrates the needed math skills	4.50
Uses information to analyze problems and make logical decisions	4.67
Demonstrates good work habits	4.83
If the need arises, would you hire a Coastal graduate in the future?	100% Yes
Overall rate of satisfaction with Coastal graduate employee	5.00

VIII. Certification/Licensure

Voluntary ASE testing – 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).

The program incorporates National Coalition of Certification Centers (NC3) Snap-On certifications into the curriculum. NC3 is an industry-education partnership that provides stackable credentials through work-based learning and proof of achievement that are recognized by the automotive industry and employers at the local, regional, and national levels. Coastal offers nine 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 incorporated into the course instruction 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

IX. Advisory Committee

The Advisory Committee (which also includes membership for Collision Repair) did not officially meet during 2022-23. However, the Department Head had site visits with members representing the automotive technology field to discuss the program, employer expectations, and industry trends. Members expressed the need for student competencies to include electric vehicles and light duty diesel. In addition, new and emerging technologies need to be addressed such as: Advanced Driver-Assistance Systems (ADAS), technologies that assist drivers with the safe operation of a vehicle, hybrid, and electric vehicles.

X. Student Opinion Survey

A. Withdrawals from the College: N/A

B. Graduates from the Program: The opinion survey reveals that 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 Table 9.)

Table 9: **Student Opinion Survey Results**

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

	Graduates (17 of 17)	Withdrawals (0 of 3)
Quality of Instruction in Program Areas	4.33	N/A
Quality of Instruction in Other Courses	4.07	N/A
Overall Quality of Academic Program	4.33	N/A
Teaching Facilities	4.07	N/A
Equipment	4.07	N/A

XI. 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 functional, lab facility is very small to be fully operational for instruction of all desired competencies. Additional space is desired to allow safe interaction of vehicles, equipment, and instruction. Because of the small space, full-size vehicles for all desired competencies are not always

possible. Electronic trainers to facilitate instruction are desired, but they too, also require dedicated space.

A new, state-of-the-art vehicle exhaust system was installed and completed during 2022-23. This allows for safer air-quality in the lab environment and the surrounding labs/classrooms within the building.

Equipment: Two air conditioning recovery machines were purchased to supplement the aging automotive HVAC equipment. These utilize 134A refrigerant. One of the machines is considered "connected," meaning it is Wi-Fi enabled to demonstrate the emerging technologies used in an automotive repair facility. An additional machine will still be needed in the near future to comply with new federal law (enforced by EPA), requiring the transition from current to new A2L refrigerants.

The lab utilizes an ATech GM OBD II Fuel and Ignition training board to enhance training for Engine Performance classes (fall and spring semesters), AUT 181 Engine Performance 1, TRN 120 Basic Transp Electricity, and AUT 213 Automotive Servicing 2. In addition, the program uses ATech training simulators allowing the students to learn how to diagnose various electrical, electronic, computer, and network systems. This is especially useful for students needing additional practice, or advanced students desiring higher level engagement.

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. Updates of hardware and software are needed for the Service Writer Station for students to experience new technologies such as Digital Video Inspections (DVI).

Heavy duty shelving has been added in the lab and storage areas to improve the workflow of the lab facility.

Key equipment items utilized for the instruction of courses offered in the summer semester, AUT 141 Suspension and Steering Systems, AUT 151 Brake Systems, TRN 140 Transp Climate Control, and TRN 140A Transp Climate Control Lab and Undercar Certificate are aging beyond useful life and in need of update. The Alignment Rack and Alignment Machine were both purchased in 2016. Unfortunately, the software technology for the Alignment Machine can no longer be updated. The Alignment Rack is in need of being rebuilt or replaced. The control unit must be operated manually, and only one of the two jacks works. The unit cannot be safely operated without instructor supervision. The Tire Balancer (purchased 2008) and Tire Changer (purchased 2013), while operational, no longer represent the type of units used by local employers.

The program is still in need of tools, diagnostic equipment, and vehicles to teach new and emerging technology such as Advanced Driver-Assistance Systems (ADAS), electric vehicles, and hybrid vehicles. Specialized tools to support light duty diesel curriculum are needed. Updated general service equipment is desired to support lab activities.

C. **Employment Demand:**
Nationally, employment opportunities for automotive service technicians and mechanics are expected to increase 2% through 2032. In North Carolina, this occupation is expected to increase 6% through 2030. There are 2,780 annual vacancies expected for this occupation in North Carolina. Table 10 provides annual salary data for automotive service technicians and mechanics.

US source: Bureau of Labor Statistics 2022-2032 employment projections
NC source: Projections Central 2020-2030 long-term projections

Table 10: Automotive Service Technicians and Mechanics Annual Salary Data

Average Salary	Minimum Annual/Hour	Median Annual/Hour	High Annual/Hour
National	$29,270/$14.07	$46,970/$22.58	$75,360/$36.23
State	$28,030/$13.48	$45,350/$21.80	$73,720/$35.44
Local	$27,430/$13.19	$42,670/$20.52	$70,160/$33.73
Source: Bureau of Labor Statistics 2022 wage data			

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.

XII.   Operating Budget

Table 11: Operating Budget

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2022-23	12,400	10,989	54,842	54,771	7,000	5,728
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)

2022-23 – Two A/C Machines and a weeklong training class for BEVs and HEVs.

XIII.   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 Department Head/Instructor keeps up-to-date with current and emerging technologies and maintains personal technical certifications. The Department Head/Instructor attended training for Battery Electric Vehicles (BEVs) and Hybrid Electric Vehicles (HEVs). Other technical training included: oscilloscope diagnostics and analytics, modern fuel injection ADAS, and Controller Area Networks (CAN). Additional efforts to incorporate industry-recognized credentials for students into instruction during the program have continued to expand.

The program offers the National Coalition of Certification Centers (NC3) Snap-On certifications within the curriculum. NC3 is an industry-education partnership that provides stackable credentials through work-based learning and proof of achievement that are recognized by the automotive industry and employers at the local, regional, and national levels. Coastal offers nine certifications (individually listed under section *VIII.Certification/Licensure*).

The program has additional 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, 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 Respass Trades Building. The Learning Resources Center offers the Chilton Library as a student resource. MotoLogic along Electude, an online training simulator, is now available to all automotive students.

A new, state-of-the-art vehicle exhaust system was installed and completed during 2022-23. This allows for safer air-quality in the lab environment and the surrounding labs/classrooms within the building.

Two air conditioning recovery machines were purchased to supplement the aging automotive HVAC equipment. These utilize 134A refrigerant. One of the machines is considered "connected," meaning it is wi-fi enabled to demonstrate the emerging technologies used in an automotive repair facility.

Heavy duty shelving has been added in the lab and storage areas to improve the workflow of the lab facility. 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.

The lab utilizes an ATech GM OBD II Fuel and Ignition training board to enhance training for Engine Performance classes (fall and spring semesters). In addition, the program uses ATech training simulators allowing the students to learn how to diagnose various electrical, electronic, computer, and network systems. This is especially useful for students needing additional practice, or advanced students desiring higher level engagement. For classroom instruction, the program has changed to an online Learning Management System (LMS), Electude Classroom. Electude is used industry wide as an online training platform. It is also used for Skills USA.

Scanner tools with software are utilized to analyze and diagnose performance issues with domestic, Asian, and European model vehicles. Identify software is utilized with current databases to access essential vehicle specifications. The program also has an Autel Maxis ADAS Calibration System.

The Eastern North Carolina Regional Skills Center, serving high school students from Onslow, Jones, and Duplin Counties, offers both Automotive Technology and Collision Refinishing and Repair Technology curricula. Career Pathways have been established to assist student transition from high school to the Automotive Systems Technology program.

B. **Weaknesses:** While functional, the lab facility is very small to be fully operational for instruction of all desired competencies. Additional space is desired to allow safe interaction of vehicles, equipment, and instruction. Additional interior lab 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. Because of the small space, full-size vehicles for all desired competencies are not always possible. Electronic trainers to facilitate instruction are desired, but they, too, also require dedicated space.

Key equipment items utilized for the instruction of courses offered in the summer semester and Undercar Certificate are aging beyond useful life and in need of update. The Alignment Rack and Alignment Machine were both purchased in 2016. Unfortunately, the software technology for the Alignment Machine can no longer be updated. The Alignment Rack is in need of being rebuilt or replaced. The control unit must be operated manually, and only one of the two jacks works. The unit cannot be safely operated without instructor supervision. The Tire Balancer (purchased 2008) and Tire Changer (purchased 2013), while operational, no longer represent the type of units used by local employers.

An additional refrigerant recovery machine will be needed in the near future to comply with new federal law (enforced by EPA), requiring the transition from current to new A2L refrigerants.

Additional training aids, such as training boards for engine performance and hand-held scanners for each student, are desired to assist in instruction.

The program is still in need of tools, diagnostic equipment and vehicles to teach new and emerging technology such as Advanced Driver-Assistance Systems (ADAS), electric vehicles, and hybrid vehicles. Training boards for CAN (Controller Area Networks) are needed to keep up with current technology adopted in 2008 and newer vehicles. Specialized tools to support light duty diesel curriculum are needed. Updated general service equipment is desired to support lab activities. Access to a computer lab would be beneficial to add more online and computer-based learning activities.

The program desires to purchase specialized tooling and diagnostic equipment to support instruction of competencies for hybrid vehicles and light-duty diesel vehicles. Updates of hardware and software are needed for the Service Writer Station for students to experience new technologies such as Digital Video Inspections (DVI).

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

C. Progress and Response to Objectives Set and Printed in 2021-22 DTA

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. **CONTINUE AS REVISED** – The program has equipment to teach hybrid competencies. An electric vehicle and charging station are desired. However, to be most useful, the electric vehicle needs to be utilized regularly, perhaps by another department on campus.
2. Purchase training aids/equipment needed to teach Controller Area Networks (CAN), ADAS Calibration, Light Duty Diesel Vehicles, Hybrid, and Electric Vehicles. **CONTINUE** – Fiscal resources were not available to complete this objective.
3. Update the tooling for the modern technologies being taught. **CONTINUE AS REVISED** – Modern technology tooling update includes an AC Refrigerant Recovery machine for 134a refrigerant recovery, diagnostics and servicing. This machine is compatible with Hybrid Electric Vehicles (HEV) and Battery Electric Vehicles (BEV). An AC Refrigerant Recovery machine is not "connected" and Wi-Fi enabled, used to service A/C and demonstrate networked equipment.
4. Develop a Light Duty Diesel (LDD)/Alternative Transportation Technology (ATT) diploma/certificate to better utilize the classroom and lab. **COMPLETE** – Curriculum model and sequence of courses has been developed and submitted for internal review.
5. Attend Professional Development training on CAN Networks, Advanced Driver-Assistance Systems (ADAS) Calibration, Light-Duty Diesel Vehicles, Hybrid, and Electric Vehicles. **COMPLETE** – Instructor has attended training on Hybrid Battery Vehicles, Battery Electric Vehicles, CAN, ADAS, enhanced fuel controls, emissions, modern fuel injections, and critical thinking for automotive instruction.
6. Explore the development of an Electric Vehicle Program. **COMPLETE** – At this time, the NCCCS does not have a pre-existing curriculum standard therefore expansion to include this program is not feasible.
7. Explore the development of a Light Duty Diesel Program. **COMPLETE** – Curriculum model and sequence of courses has been developed and submitted for internal review.
8. Purchase "Connected" equipment A/C Machine and Tire Balancer. **CONTINUE AS REVISED** – The program has purchased and incorporated a "connected" A/C Refrigerant Recovery machine. It is "connected" and Wi-Fi enabled to demonstrate the emerging technologies used in an automotive repair facility.

D. Summary of Improvements and/or Budget Decisions Based On Analysis

1. A new, state-of-the-art vehicle exhaust system was installed and completed during 2022-23. This allows for safer air-quality in the lab environment and the surrounding labs/classrooms within the building.
2. An AC Refrigerant Recovery machine for 134a refrigerant recovery, diagnostics, and servicing was purchased and implemented into instruction. This machine is compatible with Hybrid Electric Vehicles (HEV) and Battery Electric Vehicles (BEV).
3. An AC Refrigerant Recovery machine is now "connected" and Wi-Fi enabled, used to service A/C and demonstrate networked equipment.
4. A curriculum model and sequence of courses has been developed for Light Duty Diesel and Alternative Transportation Technology program.
5. Faculty attended intensive training at ACDC, a premier BEV and HEV training facility.
6. Instructor attended professional development training for Controller Area Networks (CAN), Advanced Driver-Assistance Systems (ADAS), enhanced fuel controls, emissions, modern fuel injections, and critical thinking for automotive instruction.
7. Electude Classroom Learning Management System (LMS) has been incorporated into classroom instruction.

E. Program Objectives/Action for the Next 1 to 2 Years

1. Explore the options to procure or utilize a college-owned electric vehicle and charging station for instructional purposes. To be most effective, the electric vehicle needs to be utilized regularly, perhaps by another department on campus.

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 instruction of modern technologies of Alternative Transportation Technology (ATT): Battery Electric Vehicles (BEVs) and Hybrid Electric Vehicles (HEVs).
4. Update aging lab equipment to include Tire Balancer and Tire Machine. While still operable, these equipment items do not represent the technology utilized by local employers.
5. Update aging Alignment Rack and Alignment Machine. The Alignment Rack unit cannot be safely operated without instructor supervision. The software technology for the Alignment Machine can no longer be updated.
6. Review career pathways and re-establish partnership with Eastern NC Regional Skills Center to connect with faculty and students to assist with possible student transition to Coastal.

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.

90%
    a. At the close of the fall semester (Automotive Systems Technology: Emissions 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.

85%
    b. 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.

80%
    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.

70%
    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. 4.50
2. 4.17
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; 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 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 and AUT 141 Suspension & Steering Sys, 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.

Table 12: Capstone Course–AUT 114 Safety and Emissions

Grade Distribution		
Grade	**# of Students**	**%**
A	6	42.9%
B+	3	21.4%
B	1	7.1%
B-	2	14.3%
C-	1	7.1%
D	1	7.1%
	14	
Retention Rate:		100%

Table 13: Capstone Course–AUT 141 Suspension and Steering Sys

Grade Distribution		
Grade	**# of Students**	**%**
A	1	6.3%
A-	2	12.5%
B	5	31.3%
B-	3	18.8%
C+	3	18.8%
C	1	6.3%
D+	1	6.3%
	16	
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. Enrollment

The annual unduplicated headcount for 2022-23 was 59, a 48% increase from the previous year. The Fall and Spring freshman headcount was 58, a 49% increase from the previous year. (See Table 1.)

Table 1: BLET (C55120)

	Headcount		Grads		FTE		
	Spr - Fall Fresh	Annual Undup.	No.	%	Fall	Spring	Total
2022-23	58	59	52	90	40.00	35.00	75.00
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

III. Program Withdrawal Rate

A. Withdrawals from the College: Of the 7 students withdrawing from the College (12% withdrawal rate), none responded to the Leaver survey.

B. Changed Academic Program: N/A

IV. Graduation Rate

The certificate graduation rate was 90%, 52 graduates. (See Table 1.)

V. Goal Accomplishment

A. Goal Accomplishment of Graduates: Of the 52 graduating students, 52 responded to the graduate survey. Thirty-one graduates stated that their goal was to obtain a certificate, four stated their goal was to enhance their job skills but not to graduate, eleven graduates stated their goal was to enhance their job skills for a new line of work, and five graduates stated their goal was to take courses for personal interest only.

Upon graduating, 96% (50 graduates) responded to the graduate survey that they fully accomplished their goal, and 2% (1 graduate) said they partially accomplished their goal.

B. 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)***:** Nineteen graduates stated they fully accomplished their goal and one partially accomplished her goal.

C. Goal Accomplishment of Early Leavers in 2022-23: N/A

VI.   Successful Placement

The related employment and/or enrolled in additional education rate of the graduates responding to the survey is 83%, 39 in related employment and 17 enrolled in additional education. Thirteen 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 2021-22 graduates showed no more graduates in related employment or enrolled in additional education for a placement rate of 79%. (See Table 2.)

Table 2: Job Placement Follow-Up Results

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

	Re-sponses	Related Employ.	Unrelated Employ.	Un-employ.	More Educ.	Un-known	1-yr Follow-up Related Emp.
2022-23	52	39 (75%)	5	8	17	0	
2021-22	29	21 (72%)	3	5	16	0	Unch (72%)
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%)

2022-23 – Thirteen graduates enrolled in additional education are also in related employment.
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.
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 percentages are calculated using number of responses.

VII.   Employer Survey Results

Thirty-seven surveys were sent, and twenty-three responses were received. Two graduates checked "do not contact" their employers. (See Table 3.)

Table 3: Employer Survey Results–Evaluation of Students in Related Field Only

Excellent   Above Avg.   Average   Below Avg.   Poor

5 - - - - - -   - - - - 4 - - - -   - - - 3 - - -   - - - 2 - - -   - - - 1

	Responses (23 of 37)
Performance of vocational or technical skills	4.05
Effective communication in speaking, writing, reading and listening	3.95
Demonstrates the needed math skills	3.80
Uses information to analyze problems and make logical decisions	4.00
Demonstrates good work habits	4.10
If the need arises, would you hire a Coastal graduate in the future?	100% Yes
Overall rate of satisfaction with Coastal graduate employee	3.95

VIII.   Certification/Licensure

The 2022-23 certification/licensure first-time passing rate was 81.81% (54 graduates). Nine students took a portion of the exam again and subsequently passed for a 96.29% overall passing rate. (See Table 4.)

Table 4: Certification/Licensure

	No. Tested	No. 1st Time Passing	No. Failed	% 1st Time Passing	Retake Pass	Overall % Pass
2022-23	55	45	10	81.81	9	96.29
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

IX. Advisory Committee

The Advisory Committee met in 2023 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.

X.   Student Opinion Survey

A. **Withdrawals from the College:** N/A

B. **Graduates from the Program:** The opinion survey reveals that 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. (See Table 5.)

Table 5: Student Opinion Survey Results

Excellent   Above Avg.   Average   Below Avg.   Poor

5 - - - - - -   - - - - 4 - - - -   - - - 3 - - -   - - - 2 - - -   - - - 1

	Graduates (52 of 52)	Withdrawals (0 of 7)
Quality of Instruction In Program Areas	4.76	N/A
Quality of Instruction in Other Courses	4.63	N/A
Overall Quality of Academic Program	4.75	N/A
Teaching Facilities	4.54	N/A
Equipment	3.86	N/A

XI. 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, Subject Control / Arrest Techniques, 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 when market conditions allow for availability within the budget year. Additionally, structural deterioration to the CCCC Driver Training trailer makes it unsuitable for use more than a minimal distance on campus; it continues to require replacement.

C. **Employment Demand:** Nationally, employment opportunities for police and sheriff's patrol officers are expected to increase 3% through 2032. In North Carolina, this occupation is expected to increase 10% through 2030. There are 1,920 annual vacancies expected for this occupation in North Carolina. Table 6 provides annual salary data for police and sheriff's patrol officers.

US source: Bureau of Labor Statistics 2022-2032 employment projections
NC source: Projections Central 2020-2030 long-term projections

Table 6: Police and Sheriff's Patrol Officers Annual Salary Data

Average Salary	Minimum Annual/Hour	Median Annual/Hour	High Annual/Hour
National	$40,560/$19.50	$65,790/$31.63	$104,100/$50.05
State	$37,230/$17.90	$48,260/$23.20	$70,240/$33.77
Local	$35,750/$17.19	$45,100/$21.69	$61,090/$29.37
Source: Bureau of Labor Statistics 2022 wage data			

D. **Trends:** Enrollment saw a significant increase during this time, consistent with local 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.

XII. Operating Budget

Table 7: Operating Budget

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2022-23	0	0	70,448	52,591	1,081	1,002
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

2022-23 – Money budgeted for the trade-in of current guns and replacement with Glock 17 Gen 5, was not able to be completed during the budget year due to the availability of firearms and time necessary to complete transfers between firearms training blocks of BLET.
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.

XIII. 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 eight 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 nearly all instructor cadre working as active law enforcement in the surrounding area, coordinating schedules can become difficult at times. Ensuring a diverse cadre of instructors with backup availability is crucial. Hiring and processing delays for part-time curriculum BLET instructors can frequently hinder the availability of newly certified, specialized, and general instructors.

C. Progress and Response to Objectives Set and Printed in 2021-22 DTA
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. **CONTINUE** – The purchase of newer firearms models was not approved for the 2022-2023 fiscal year but will be included for consideration in the 2023-2024 budget.
2. Request to purchase a new driver training utility trailer. **COMPLETE**
3. Phase out older model or under-performing Dodge Chargers with newer model police SUVs, in-line with vehicles that local agencies are driving. **CONTINUE AS REVISED** – Current models of police SUV vehicles are being manufactured but are waitlisted for extended periods, including the Chevrolet Tahoe Police SUV and the Ford Explorer Police SUV, due to manufacturer delays.
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. **COMPLETE AND ONGOING**
5. Prepare for the potential revision in the BLET program. **CONTINUE AS REVISED** – The Director is closely following the reports from the pilot schools.

D. Summary of Improvements and/or Budget Decisions Based On Analysis
1. Increased enrollment by 19 students through strategic recruitment with local law enforcement agencies and military partners.
2. Assisted Onslow County Sheriff's Office with tutoring and process for deputies to take Sheriff's challenge state exam.
3. Hired a new specialized driving instructor after completing Law Enforcement Drivers Training Instructor school.

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. Purchase a new driver training utility trailer.
3. Create a plan to phase out older model or under-performing Dodge Chargers with new model police SUVs, in line with vehicles that local agencies are driving.
4. Chart the course to prepare for future revisions in the BLET program as other schools pilot through Spring 2024, with full state implementation anticipated in Fall 2024, by identifying needs stemming from increasing instructional needs.

F. Program/Student Learning Outcomes at Program Completion

82%
1. Graduates of the Basic Law Enforcement Training program will be proficient in both the theory and application of the law. 82% 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.
83%
   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.
79%
   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. 4.05
2. 3.95
3. 3.80

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. Enrollment

The annual unduplicated headcount for 2022-23 was 93, a 4% decrease from the previous year. The freshman headcount was 59, a 23% decrease from the previous year. (See Table 1.)

The certificate annual unduplicated headcount for 2022-23 was 10, a 6% decrease from the previous year. The freshman headcount was 10, a 23% decrease from the previous year. (See Table 2.)

Table 1: Business Administration Entrepreneurship Concentration (A25120)

	Headcount		Grads		FTE			
	FRS	Ann'l Undup.	No.	%	Fall	Spring	Summer	Total
2022-23	59	93	12	19	23.78	26.53	11.22	61.53
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

Table 2:   Marketing and Customer Service Certificate (C25120M)

	Headcount		Grads	
	FRS	Ann'l Undup.	No.	%
2022-23	10	10	10	100
2021-22	13	13	13	100
2020-21	12	12	12	100
2019-20	15	15	15	100

III. Program Withdrawal Rate

A. **Withdrawals from the College:** Of the 38 students withdrawing from the College (41% withdrawal rate), none responded to the Leaver survey.

B. **Changed Academic Program:** Thirteen students changed their program prior to completion. One changed to Surgical Technology, one changed to Electronics Engineering Technology, one changed to Associate Degree Nursing, seven changed to Associate in Arts, one changed to Welding Technology, one changed to Cosmetology, and one changed to Hospitality Management.

IV. Graduation Rate

The associate graduation rate was 19%, 12 graduates; the certificate graduation rate was 100%, 10 graduates. The graduate unduplicated headcount was 20. (See Tables 1 through 2.)

V.   Goal Accomplishment

A. Goal Accomplishment of Graduates: Of the 20 graduating students, 12 responded to the graduate survey. Eleven students stated that their goal was to obtain a degree.

Upon graduating, 83% (10 graduates) responded that they had fully accomplished their goal, and 8% (1 graduate) partially accomplished their goal.

B. 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

C. Goal Accomplishment of Early Leavers in 2022-23: N/A

VI.   Successful Placement

The related employment and/or enrollment in additional education rate of the graduates responding to the survey is 75%, 6 in related employment and 6 enrolled in additional education. Three graduates enrolled in additional education are also in related employment and is not calculated in the placement rate. The one-year follow-up (Alumni Survey-Job Link) of 2021-22 unduplicated graduates showed no more graduates in related employment or enrolled in additional education for a placement rate of 67%. (See Table 3.)

Table 3: Job Placement Follow-Up Results

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

	Re-sponses	Related Employ.	Unrelated Employ.	Un-employ.	More Educ.	Un-known	1-yr Follow-up Related Emp.
2022-23	12	6 (50%)	3	3	6	0	
2021-22	9	4 (44%)	2	3	3	0	Unch (44%)
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%)

2022-23 – Three graduates enrolled in additional education are also in related employment.
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.

VII. Employer Survey Results

Five surveys were sent, and two responses were received. No graduates checked "do not contact" their employer. (See Table 4.)

Table 4: Employer Survey Results–Evaluation of Students in Related Field Only

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

	Responses (2 of 5)
Performance of vocational or technical skills	5.00
Effective communication in speaking, writing, reading and listening	5.00
Demonstrates the needed math skills	5.00
Uses information to analyze problems and make logical decisions	5.00
Demonstrates good work habits	5.00
If the need arises, would you hire a Coastal graduate in the future?	100% Yes
Overall rate of satisfaction with Coastal graduate employee	5.00

VIII. Certification/Licensure

Not applicable.

IX.   Advisory Committee

The Business Administration Program held a virtual Advisory Committee meeting in Spring 2023. 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.

X.   Student Opinion Survey

A. **Withdrawals from the College:** N/A

B. **Graduates from the Program:** The opinion survey reveals that Graduates rated Quality of Instruction in Other Courses and Overall Quality of Academic Program excellent; Quality of Instruction in Program Areas, Teaching Facilities, and Equipment above average. (See Table 5.)

Table 5: Student Opinion Survey Results

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

	Graduates (12 of 20)	Withdrawals (0 of 38)
Quality of Instruction in Program Area	4.45	N/A
Quality of Instruction in Other Courses	4.45	N/A
Overall Quality of Academic Program	4.73	N/A
Teaching Facilities	4.64	N/A
Equipment	4.36	N/A

XI.   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:** No current updates.

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. Table 6 provides annual salary data for first-line supervisors of landscaping, lawn service, and groundskeeping.

Table 6: First-line Supervisors of Landscaping, Lawn Service, and Groundskeeping Annual Salary Data

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
Source: Bureau of Labor Statistics 2022 wage data			

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. Table 7 provides annual salary data for first-line supervisors of housekeeping and janitorial workers.

Table 7: First-line Supervisors of Housekeeping and Janitorial Workers Annual Salary Data

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
Source: Bureau of Labor Statistics 2022 wage data			

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. Table 8 provides annual salary data for first-line supervisors of personal service workers.

Table 8: First-line Supervisors of Personal Service Workers Annual Salary Data

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
Source: Bureau of Labor Statistics 2022 wage data			

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. Table 9 provides annual salary data for first-line supervisors of non-retail sales workers.

Table 9: First-line Supervisors of Non-retail Sales Workers Annual Salary Data

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
Source: Bureau of Labor Statistics 2022 wage data			

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. Table 10 provides annual salary data for first-line supervisors of retail sales workers.

Table 10: First-line Supervisors of Retail Sales Workers Annual Salary Data

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
Source: Bureau of Labor Statistics 2022 wage data			

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. Table 11 provides annual salary data for online merchants.

Table 11: Online Merchants Annual Salary Data

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
Source: Bureau of Labor Statistics 2022 wage data			

D. **Trends:**

1. The majority of our students in the A.A.S. Business Administration Program are self-employed entrepreneurs and leaders in our community. Their small business ownerships encompass: catering, retail (i.e., floral design), mechanic and autobody, beauty salons, franchise owners, etc. "The projected entrepreneur job growth rate is 6% from 2018-2028." https://www.zippia.com/entrepreneur-jobs/trends/

2. The following are potential careers for our A.A.S. Business Administration graduates: "product managers, retail manager, PR manager, marketing manager, sales manager, and social media managers." https://careerkarma.com/blog/best-jobs-for-entrepreneurs/#:~:text=The%20highest-paying%20entrepreneur%20jobs,analytical%20and%20critical%20thinking%20skills

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/

XII.   Operating Budget

Table 12: Operating Budget:

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2022-23	0	0	1,498	1,498	0	0
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

2022-23 – Perkins Grant funds were utilized to purchase three MacBooks for faculty.
2018-19 – Perkins Grant funds were utilized to buy supplies and pay for professional development as noted in program improvements.

XIII.   Quality Review Summary

A. **Strengths:**
1. The Business Administration Program has an active campus club, Aspiring Business Leaders & Entrepreneurs (ABLE), that participates in campus events such as Branch Out, Fall Festival, and Spring Fling. Members of ABLE also 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. After the successful introduction of twelve-week ACC 120 Principles of Financial Accounting and BUS 110 Introduction to Business, the program continues to offer these courses as twelve-week offerings.
4. All program courses can be delivered 100% online.
5. Full-time instructors are program advisors.
6. Full-time instructors participated in the Youth Trades Entrepreneurship Conference (YTEC) to recruit high school students.
7. Full-time instructors take their BUS 110 and BUS 139 classes to the Small Business Center on campus for networking opportunities.
8. Full-time instructors participated in the annual Onslow County High School Career Day.
9. Students receive access and instruction to business plan software (LivePlan).
10. Faculty use mixed media methods to engage students in both seated and online courses.

B. **Weaknesses:**
1. Full-time instructors could benefit from program-related professional development to stay up-to-date on trends and opportunities for students.
2. Analyze students' course enrollment patterns in order to determine best times and modalities for scheduling courses.

C. **Progress and Response to Objectives Set and Printed in 2021-22 DTA**
1. Contact the students who withdrew from the program to determine their reason for withdrawal. **COMPLETE AND ONGOING**
2. Implement strategies to increase graduate and employer survey completions. **COMPLETE AND ONGOING**
3. Communicate with local business owners to increase related job placement. **COMPLETE AND ONGOING**
4. Add program certificates for Career and College Promise students. **COMPLETE**
5. Update technology to support the addition of CSC 118 Swift Programming I. **CONTINUE AS REVISED** – During student advising, majority of students had below average performance and did not have the knowledge or skills to be successful in this course.
6. Offer courses so students can complete program 100% online to meet student needs. **COMPLETE**

7. Distribute program newsletter to all current students and members of the advisory committee. **COMPLETE**
8. To investigate the sequencing of the capstone course. **COMPLETE**

D. Summary of Improvements and/or Budget Decisions Based On Analysis
1. Budget permitting, full-time instructors plan to attend program-related professional development.
2. Submit curriculum program change for the 2024-25 College Catalog to create a broader opportunity for individuals who want A.A.S. Business Administration degrees but do not have a focus in entrepreneurship.
3. Offer program required courses both fully-online and with a seated component to gauge student interest and adhere to student needs.
4. Students are contacted as soon as we receive the spreadsheet provided by the Institutional Effectiveness and Student Success Office if a leaver survey is not on file.
5. Completion of graduate surveys is encouraged and students are given extra credit in BUS 270 Professional Development, which is normally completed in the students' last semester for both programs of study.
6. We communicate with our advisory committee members encouraging them to let us know of any job openings they have within their firm and/or network of professionals. We also communicate with the small business center about potential possibilities.

E. Program Objectives/Actions for the Next 1 to 2 Years
1. Evaluate course relevance and student preparedness and feedback with necessary technology skills for CSC 118 Swift Programming I.
2. Analyze course offerings and requirements to help students chart a course, ensuring students' program of study aligns with industry trends and their academic abilities and goals.
3. Investigate creating and implementing the NCCCS College Transfer Certificate.
4. Analyze students' course enrollment patterns in order to determine best times and modalities for scheduling courses.

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.

83%
    a. At the close of the final semester, students will have pitched a new business idea and built a business plan developed through the LivePlan software. This project will be required in their capstone course, BUS 245 Entrepreneurship II. The average score will be 70% or higher.

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

75%
    a. 50% of the graduates responding to the Graduate/Completer Survey will report employment in the field or continuing their education.

67%
    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. 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 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 245 Entrepreneurship II. The average score will be 70% or higher.

Table 13: Capstone Course–BUS 245 Entrepreneurship II

Grade Distribution				Graduates	
Grade	# of Students	%		# of Students	Term
A	10	47.6%		7	2023SP
A-	2	9.5%			
B+	2	9.5%			
B	1	4.8%			
B-	2	9.5%			
C+	2	9.5%			
C-	1	4.8%			
D+	1	4.8%			
	21				
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), Collision Repair Advanced Certificate (C60130H), and Collision Repair and Refinishing Certificate (C60130R)

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. Enrollment

The diploma annual unduplicated headcount for 2022-23 was 19, a 6% increase from the previous year. The freshman headcount was 19, a 19% increase from the previous year. (See Table 1.)

The Collision Repair and Refinishing Technology Certificate annual unduplicated headcount for 2022-23 was 10, a 43% increase from the previous year. The freshman headcount was 10, a 43% increase from the previous year. (See Table 2.)

The Collision Repair Introductory Certificate annual unduplicated headcount for 2022-23 was 11, a 15% decrease from the previous year. The freshman headcount was 11, a 15% decrease from the previous year. (See Table 3.)

The Collision Repair Intermediate Certificate annual unduplicated headcount for 2022-23 was 11, a 10% increase from the previous year. The freshman headcount was 11, a 10% increase from the previous year. (See Table 4.)

The Collision Repair Advanced Certificate annual unduplicated headcount for 2022-23 was 10, a 43% increase from the previous year. The freshman headcount was 10, a 43% increase from the previous year. (See Table 5.)

The Collision Repair and Refinishing Certificate annual unduplicated headcount for 2022-23 was 10. The freshman headcount was 10. This is the first year of this certificate program. (See Table 6.)

Table 1: Collision Repair and Refinishing Technology (D60130)

	Headcount		Grads		FTE			
	FRS	Annual Undup.	No.	%	Fall	Spring	Summer	Total
2022-23	19	19	10	53	12.69	12.75	6.00	31.44
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

Table 2: Collision Repair and Refinishing Technology Certificate (C60130E)

	Headcount		Grads	
	FRS	Annual Undup.	No.	%
2022-23	10	10	10	100
2021-22	7	7	7	100
2020-21	8	8	8	100
2019-20	5	5	5	100
2018-19	7	7	7	100

Table 3: Collision Repair Introductory Certificate (C60130F)

	Headcount		Grads	
	FRS	Annual Undup.	No.	%
2022-23	11	11	11	100
2021-22	13	13	13	100
2020-21	9	9	9	100
2019-20	8	8	8	100
2018-19	10	10	10	100

Table 4: Collision Repair Intermediate Certificate (C60130G)

	Headcount		Grads	
	FRS	Annual Undup.	No.	%
2022-23	11	11	11	100
2021-22	10	10	10	100
2020-21	8	8	8	100
2019-20	6	6	6	100
2018-19	9	9	9	100

Table 5: Collision Repair Advanced Certificate (C60130H)

	Headcount		Grads	
	FRS	Annual Undup.	No.	%
2022-23	10	10	10	100
2021-22	7	7	7	100
2020-21	8	8	8	100
2019-20	5	5	5	100
2018-19	8	8	8	100

Table 6: Collision Repair and Refinishing Certificate (C60130R)

	Headcount		Grads	
	FRS	Annual Undup.	No.	%
2022-23	10	10	10	100

III.   Program Withdrawal Rate

A. **Withdrawals from the College:** Of the 7 diploma students withdrawing from the College (37% withdrawal rate), none responded to the Leaver survey.
B. **Changed Academic Program:** Two students changed their academic program prior to completion. One changed to Associate in Arts and one to Automotive Systems Technology.

IV.   Graduation Rate

The diploma graduation rate was 53%, 10 graduates; Collision Repair and Refinishing Technology Certificate was 100%, 10 graduates; Collision Repair Introductory Certificate was 100%, 11 graduates; Collision Repair Intermediate Certificate was 100%, 11 graduates; Collision Repair Advanced Certificate was 100%, 10 graduates; and Collision Repair and Refinishing Certificate was 100%, 10 graduates. The graduate unduplicated headcount was 11. (See Table 7.)

Table 7: Unduplicated Program Graduates 2022-23

	Graduates	Diploma	C60130E	C60130F	C60130G	C60130H	C60130R
Diploma	10	N/A	10	10	10	10	10
C60130E	10	10	N/A	10	10	10	10
C60130F	11	10	10	N/A	11	10	10
C60130G	11	10	10	11	N/A	10	10
C60130H	10	10	10	10	10	N/A	10
C60130R	10	10	10	10	10	10	N/A

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

V.   Goal Accomplishment

A. Goal Accomplishment of Graduates: Of the 11 graduating students, 6 responded to the graduate survey. Three graduates stated that their goal was to obtain a diploma/certificate and one to take courses for personal interest.

Upon graduating, 33% (2 graduates) said that they had fully accomplished their goal, and 33% (2 graduates) partially accomplished their goal.

B. 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 partially accomplished their goal to take courses for personal interest.

C. Goal Accomplishment of Early Leavers in 2022-23: N/A

VI.   Successful Placement

The related employment and/or enrolled in additional education rate of the unduplicated graduates responding to the survey is 67%, 3 graduates in related employment and 2 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 2021-22 showed no more graduates in related employment or enrolled in additional education for a placement rate of 77%. (See Table 8.)

Table 8: Job Placement Follow-Up Results

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

	Re-sponses	Related Employ.	Unrelated Employ.	Un-employ.	More Educ.	Un-known	1-yr Follow-up Related Emp.
2022-23	6	3 (50%)	1	1	2	1	
2021-22	13	5 (38%)	3	5	9	0	Unch (38%)
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%)

2022-23 – One graduate enrolled in additional education is also in related employment.
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.
Note: Employment status percentages are calculated using number of responses.

VII.   Employer Survey Results

Zero surveys were sent, and zero responses were received. One graduate checked "do not contact" their employer. (See Table 9.)

Table 9: Employer Survey Results–Evaluation of Students in Related Field Only

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

	Responses (0 of 0)
Performance of vocational or technical skills	N/A
Effective communication in speaking, writing, reading and listening	N/A
Demonstrates the needed math skills	N/A
Uses information to analyze problems and make logical decisions	N/A
Demonstrates good work habits	N/A
If the need arises, would you hire a Coastal graduate in the future?	N/A
Overall rate of satisfaction with Coastal graduate employee	N/A

VIII.   Certification/Licensure

For 2023-2024, I-CAR Certification exams will become mandatory. Part of the Capstone course will be to obtain I-CAR Certification as Pro-Level 1 Refinish and Non-Structural Technicians.

IX.   Advisory Committee

Advisory Committee did not meet in person for 2022-2023 due to COVID concerns and scheduling conflicts, but contact was increased via virtual and email meetings. Support is strong but 2 of 4 members are out of contact, so efforts are ongoing to get more members involved.

X.   Student Opinion Survey

A. **Withdrawals from the College:** N/A

B. **Graduates form the Program:** The opinion survey reveals that 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. (See Table 10.)

Table 10: Student Opinion Survey Results

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

	Graduates (6 of 11)	Withdrawals (0 of 7)
Quality of Instruction in Program Areas	3.75	N/A
Quality of Instruction in Other Courses	3.75	N/A
Overall Quality of Academic Program	3.75	N/A
Teaching Facilities	4.00	N/A
Equipment	3.25	N/A

XI.   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. In 2022-2023, we increased student count and incorporated a lab assistant, making demonstrations and refinish training easier and more effective.

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. Lab space has remained limited, reducing options for new equipment inclusion.

Equipment: In order to incorporate current trends in repair techniques, a KECO Level One Glue Pulling System was purchased through Perkins Grant funds. Some equipment, primarily the Car-O-Liner measuring system and the Pro-Spot Resistance Welder, are aging and beginning to malfunction due to wear and exposure. Both pieces of equipment are due for replacement. The paint booth is also aging and is experiencing issues. Since it is a one-off unit made locally and not a mass-produced industrial unit, parts and service are difficult to obtain, unless provided by manufacturer, who has become difficult to obtain service from.

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:**

Nationally, the need for auto body and related repairers is expected to increase 1% through 2032. In North Carolina, this occupation is expected to increase 12% through 2030. There are 590 annual vacancies expected for this occupation in North Carolina. Table 11 provides annual salary data for auto body and related repairers.

US source: Bureau of Labor Statistics 2022-2032 employment projections
NC source: Projections Central 2020-2030 long-term projections

Table 11: Auto Body and Related Repairers Annual Salary Data

Average Salary	Minimum Annual/Hour	Median Annual/Hour	High Annual/Hour
National	$32,370/$15.56	$47,670/$22.92	$78,460/$36.15
State	$31,090/$14.95	$46,490/$22.35	$77,540/$37.28
Local	$31,360/$15.08	$46,490/$22.38	$75,200/$36.15
Source: Bureau of Labor Statistics 2022 wage data			

D. **Trends:** The collision industry is continuing to grow post-COVID and is evolving from a craft-based trade into a knowledge-based one. Basic skills are being stressed to encourage entry-level technicians to enter the field, with more shops implementing apprenticeship-type training. The need for estimating, electric vehicle (EV), and detailing knowledge is stressed.

XII.   Operating Budget

Table 12: Operating Budget:

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2022-23	0	0	41,797	36,928	0	0
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

2022-23 – Some equipment is beginning to wear and funds were held back to facilitate possible repairs-parts and service could not be obtained by the end of the 2022-23 year.
2021-22 – Perkins Grant funds were used to purchase the KECO Glue Pull system.
2019-20 – Perkins Grant funds were used to purchase the Car Caddy electric vehicle mover.

XIII.   Quality Review Summary

A. **Strengths:** The collision industry is maintaining steady growth, and the current population of employees is rapidly aging out, so firms are desperate to hire new techs. Our program is one of two in southeastern NC, so there is not an over-saturation of new hires.

Along with collision industry growth, we are receiving interest from heavy truck dealerships and restoration/customization shops as well.

The I-CAR Professional Development Program is scheduled to update in 2024-2025, so we will have more up-to-date materials to incorporate.

Our program has been recognized by Collision Industry Publications, the Women's Industry Network, and the Collision Repair Education Foundation for the number of scholarships awarded. The instructor was awarded free membership into the Carolina's Collision Association, an industry trade group, that seeks to enhance training as well.

B. **Weaknesses:** The lack of lab and storage space continues to affect the instructor's ability to perform hands-on demonstrations and 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. 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 use.

C. Progress and Response to Objectives Set and Printed in 2021-22 DTA
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. **CONTINUE** – Determinations were not made for prior budget; cost estimates will be included this year.
2. Continue to consider options for articulation with Skills Center students to recruit these students. **CONTINUE** – No feasible option has been developed or recognized.
3. To make the hands-on training more relevant, continue to explore options to obtain new vehicles. **CONTINUE** – Contacts are being sought through the industry and advisory committee to obtain dated vehicles. Options for purchase may be considered.
4. Expand and strengthen Advisory Committee. Evaluate active membership and seek additional local industry representatives. **CONTINUE** – Efforts have been made to encourage membership, and inquiries from potential members followed up, but none have submitted information to be considered.
5. Incorporate a computer terminal for the lab to enable students to access repair databases and to facilitate the incorporation of collision estimating training. **CONTINUE –** Computers have been donated through Collision Repair Education Foundation and are in process to be implemented in 2023-24.
6. Explore new employment options for students utilizing course experience. **COMPLETE AND ONGOING**
7. Continue to update the course offerings to better reflect industry needs and enhance employability of students. **COMPLETE AND ONGOING**
8. Explore options for updating or replacing the current paint booth due to difficulty in obtaining service. **CONTINUE** – This will be a capital and time intensive process. Currently, there are quotes in progress to determine feasibility and cost.
9. Explore updating measuring system to an up-to-date model. **CONTINUE AS REVISED** – The system has continued to malfunction and interfere with lab training, so replacement options are being explored.
10. Obtain quotes for replacing the resistance welder. **CONTINUE AS REVISED** – The unit has malfunctioned and parts have become difficult to obtain. Replacement options are being explored.
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. **COMPLETE AND ONGOING**
12. Due to increased demand for Collision Technicians and increasing requests from potential students, we will expand enrollment up from 16. **CONTINUE**
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. **COMPLETE AND ONGOING**

D. Summary of Improvements and/or Budget Decision Based On Analysis
1. Carolina Collision Equipment of Mooresville, NC provided free instructor training and now includes CCCC as a recipient of free live training from a Car-O-Liner technician to give students a live training on frame machine and measuring system during lab.
2. The Department Head explored new employment options for students using program skills, such as professional detailing, restoration/customizing, and heavy truck/fiberglass repair, and incorporated related material into current courses to reflect industry needs and enhance student employment options.
3. Courses have been enhanced with material that reflects application of program subject matter in other fields, such as Auto Restoration and Customizing, Heavy Truck Repair, and Professional Detailing.
4. New storage options are being implemented to better utilize lab space. This will free up room for instruction, ensure safety, and, along with a lab assistant, will accommodate increased enrollment.

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 options for updating or replacing the current paint booth due to difficulty in obtaining service.
7. Obtain quotes for replacing the resistance welder.
8. Instructor will attend Southeast Collision Conference, as a member of Carolina's Collision Association, to advance training and gain insight for the program, funds permitting.
9. Due to increased demand for Collision Technicians and increasing requests from potential students, we will expand enrollment up from 16.
10. Continue to enhance employment options for students, courses will be changed to better incorporate Industry-relevant material, as well as Customizing/Restoration and Fiberglass repair to give students a complete entry-level experience in Collision Repair on Automobiles as well as Trucks and in the Customizing field.

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.

100%   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 131 Structural Damage I.

2. Graduates of the Collision Repair and Refinishing Technology program will be employed in the field.
67%   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.
77%   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   a. The Employer Survey conducted each year will rate the graduates as above average on the
2. N/A   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. 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 131 Structural Damage I during the last semester of the program. Comprehensive experiences are I-CAR certification/tests, which will be mandatory beginning 2023-24, and a comprehensive capstone 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. These activities will assess the technical proficiency of the student based on competencies.
The method of evaluation utilizes internal evaluation by the program faculty.

Table 13: Capstone Course–AUB 131 Structural Damage I

Grade Distribution				Graduates	
Grade	**# of Students**	**%**		**# of Students**	**Term**
A	6	46%		10	2023SU
A-	2	15%			
B+	2	15%			
B	1	8%			
C	1	8%			
C-	1	8%			
	13				
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. Enrollment

The annual unduplicated headcount for 2022-23 was 74, a 1% increase from the previous year. The Fall and Spring freshman headcount was 40, a 11% increase from the previous year. (See Table 1.)

Table 1: Cosmetology (D55140)

	Headcount		Grads		FTE			
	(Fall, Spring) FRS	Annual Undup.	No.	%	Fall	Spring	Summer	Total
2022-23	21, 19	74	28	70	48.84	48.44	17.72	115.00
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

III. Program Withdrawal Rate

A. Withdrawals from the College: Of the 8 students withdrawing from the College (11% withdrawal rate), none responded to the Leaver survey.

B. Changed Academic Program: Two students changed their academic program prior to completion. One changed to Associate in Arts and one changed to Accounting and Finance.

IV. Graduation Rate

The graduation rate is 70%, 28 graduates. (See Table 1.)

V. Goal Accomplishment

A. Goal Accomplishment of Graduations: Of the 28 graduating students, 28 responded to the graduate survey. All graduates stated that their goal was to obtain a diploma.

Upon graduating, 86% (24 graduates) of those responding to the survey said that they had fully accomplished their goal, and 7% (2 graduates) said they partially accomplished their goal.

B. 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
C. Goal Accomplishment of Early Leavers in 2022-23: N/A

VI. Successful Placement

The related employment and/or enrolled in additional education rate of the graduates responding to the survey is 86%, 19 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 2021-22 graduates showed no more graduates in related employment or enrolled in additional education for a placement rate of 66%. (See Table 2.)

Table 2: Job Placement Follow-Up Results

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

	Re-sponses	Related Employ.	Unrelated Employ.	Un employ.	More Educ.	Un known	1-yr Follow-up Related Emp.
2022-23	28	19 (68%)	4	5	7	0	
2021-22	29	19 (66%)	7	3	1	0	Unch (66%)
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%)

2022-23 – Two students enrolled in additional education are also in related employment.
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.
Note: Employment status percentages are calculated using number of responses.

VII.   Employer Survey Results

Seventeen surveys were sent, and four responses were received. Two graduates checked "do not contact" their employers. (See Table 3.)

Table 3: Employer Survey Results–Evaluation of Students in Related Field Only

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

	Responses (4 of 17)
Performance of vocational or technical skills	4.00
Effective communication in speaking, writing, reading and listening	4.25
Demonstrates the needed math skills	4.00
Uses information to analyze problems and make logical decisions	4.00
Demonstrates good work habits	5.00
If the need arises, would you hire a Coastal graduate in the future?	100% Yes
Overall rate of satisfaction with Coastal graduate employee	5.00

VIII.   Certification/Licensure

The 2022-23 overall passing rate for certification/licensure was 90% for the time period July 2022-June 2023. Seventeen of 21 passed the Cosmetology licensure examination on first attempt (81%). (See Table 4.)

Table 4: Certification/Licensure Results: State Board Exam

	No. Tested	No. 1st Time Passing	No. Failed	% 1st Time Passing	Retake Pass	Overall % Pass
2022-23	21	17	4	81	2	90
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

Table 5: Certification/Licensure Results:

Test Year	Test Takers	Test Passers	No. Failed	Test Pass Rate
2023	24	15	9	63
2022	22	16	6	73
2021	24	19	5	79
2020	15	14	1	93
2019	15	15	0	100

IX.   Advisory Committee

The Cosmetology Advisory Committee met in 2022-23 and minutes are on file. The Department Head shared recent graduate licensure scores as well as the current student enrollment numbers. The Committee discussed concerns over state licensure testing scores, possible causes for the decrease in pass rate, and changes made on department's behalf to increase first-time pass rate. The Committee also discussed the new state curriculum changes and the additional content that was added.

X.   Student Opinion Survey

A. **Withdrawals from the College:** N/A

B. **Graduates from the Program:** The opinion survey reveals that Graduates rated Quality of Instruction in Program Areas, Quality of Instruction in Other Courses, and Overall Quality of Academic Program above average; Teaching Facilities average; Equipment below average. (See Table 6.)

Table 6: Student Opinion Survey Results

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

	Graduates (28 of 28)	Withdrawals (0 of 8)
Quality of Instruction In Program Areas	4.04	N/A
Quality of Instruction in Other Courses	3.89	N/A
Overall Quality of Academic Program	4.12	N/A
Teaching Facilities	2.71	N/A
Equipment	1.79	N/A

XI.   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 M114 have yet to be corrected and remain a safety issue. 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.

C. **Employment Demand:** Nationally, employment opportunities for hair dressers, hairstylists, and cosmetologists are expected to increase 8% through 2032. In North Carolina, this occupation is expected to increase 14% through 2030. There are 1,880 annual vacancies expected for this occupation in North Carolina. Table 7 provides annual salary data for hair dressers, hairstylists, and cosmetologists.

US source: Bureau of Labor Statistics 2022-2032 employment projections
NC source: Projections Central 2020-2030 long-term projections

Table 7: Hair Dressers, Hairstylists, and Cosmetologists Annual Salary Data

Average Salary	Minimum Annual/Hour	Median Annual/Hour	High Annual/Hour
National	$21,800/$10.48	$33,290/$16.01	$60,080/$28.88
State	$20,470/$9.84	$34,180/$16.43	$72,560/$34.88
Local	$16,830/$8.09	$27,810/$13.37	$61,390/$29.52
Source: Bureau of Labor Statistics 2022 wage data			

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.)

XII.   Operating Budget

Table 8: Operating Budget:

	Equipment		Supplies			Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Patron Fees	Budgeted	Actual
2022-23	8,000	0	26,119	12,252	33,935	1,160	674
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

2022-23 – The money budgeted for equipment was for a new dryer. This sustained item was not approved for 2022-23.
2021-22 – The NCCCIA meeting was virtual. The Charlotte Trade Show was cancelled due to COVID-19 concerns.

XIII.   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 compared to the NCCCS average, 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 2021-22 DTA**
1.   Replace carpeting in instructor offices. **COMPLETE**
2.   Replace cabinets in the cosmetology lab. **COMPLETE**
3.   Investigate the additional electrical outlets in the cosmetology lab. **COMPLETE**
4.   Replace carpet in M108 and M113 offices. **COMPLETE**
5.   Purchase new instructor office furniture for four instructors. **CONTINUE AS REVISED** – Budget permitting the four office chairs will be requested for purchase.

6. Purchase wig dryers to replace broken dryers. **CONTINUE AS REVISED** – Will request the purchase of wig dryer one at a time per budget year.
7. Investigate adding additional Continuing Education hours to improve state requirements. **CONTINUE AS REVISED** – Requesting Continuing Education continue to offer COS 3201 Cosmetic Arts & Barbering to seniors for completion of shortage of hours and/or performance requirements.
8. Purchase clothes dryers to replace the older dryer. **COMPLETE**
9. Instructors to attend a state board meeting to get updates on changing licensing procedures. **COMPLETE**
10. Create an auditing system for State Board student files. **COMPLETE**
11. Identify strategies to enhance communication skills through COM 101 Workplace Communication and COS 118 Salon IV. **COMPLETE**

D. **Summary of Improvements/Budget Decision Based On Analysis**
1. Replaced carpeting in instructor offices with vinyl.
2. Replaced doors on towel cabinets in the cosmetology lab M110.
3. Investigated the addition of electrical outlets in the cosmetology lab M114.
4. Instructors attended a virtual meeting regarding the new licensure test. Another virtual meeting was held regarding the actual practical portion of the test.
5. Several instructors attended the NCCCCIA Conference in the Spring where NC State Law changes and updates were addressed and the new licensing company that will administer the NIC was introduced.
6. An auditing system to verify accuracy of State Board documents in student files was created and implemented.
7. All theory classes incorporated client consultation in their classes. The Student Activities and Career Placement Advisor was also scheduled to discuss communication skills and presentation. COM 101 Workplace Communication was examined and more content was added regarding communication in the workplace.
8. Identified strategies to enhance communication skills through COM 101 Workplace Communication and COS 118 Salon IV. The Career and Technical Success Coach presented on the professionalism. Role playing scenarios, to include trouble shooting with problematic patrons, were added.
9. Purchased clothes dryer to replace the older dryer.

E. **Objectives/Actions for the Next 1 to 2 Years**
1. Purchase new office chairs for instructors.
2. Purchase wig dryers to replace broken wig dryers.
3. Coordinate with CE to investigate adding additional Continuing Education hours to improve state requirements.
4. Remodel/renovate Dispensary to meet needs of new clothes dryer and washer.
5. Add the additional electrical outlets and wiring as decided from investigation of needs/challenges.
6. Correct flooring issues of lifting and wear and tear in M110.
7. Restructure curriculum requirements to help students stay the course while ensuring general education requirements meet State Curriculum Standards by replacing CIS 110 Introduction to Computer with PSY 150 General Psychology.
8. Investigate strategies for improving state licensure pass rate.

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.
   80%
   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.
   86%
   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.
   66%

66%

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. 4.00
2. 4.25
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.

Table 9: Capstone Course–COS 118 Salon IV

Grade Distribution				Graduates	
Grade	# of Students	%		# of Students	Term
A	24	77.4%		15	2022FA
B	5	16.1%		13	2023SP
C	2	6.5%			
	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.   Enrollment

The Criminal Justice Technology annual unduplicated headcount for 2022-23 was 47, a 7% increase from the previous year. The freshman headcount was 27, a 13% increase from the previous year. (See Table 1.)

The Criminal Justice Technology – Forensic Science annual unduplicated headcount for 2022-23 was 28, a 3% decrease from the previous year. The freshman headcount was 15, a 6% decrease from the previous year. (See Table 2.)

Table 1: Criminal Justice Technology (A55180)

	Headcount		Grads		FTE			
	FRS	Annual Undup.	No.	%	Fall	Spring	Summer	Total
2022-23	27	47	7	29	11.50	10.59	4.88	26.97
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

Table 2: Forensic Science (A5518C)

	Headcount		Grads		FTE			
	FRS	Annual Undup.	No.	%	Fall	Spring	Sum	Total
2022-23	15	28	4	25	8.56	6.34	4.84	19.74
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

III. Program Withdrawal Rate

A. Withdrawals from the College: Of the 17 associate and 9 Forensic Science students withdrawing from the College (35% withdrawal rate), none responded to the Leaver survey.

B. Changed Academic Program: Seven students changed their academic program prior to completion. Two students changed to Associate in Arts, four changed to Associate in Science, and one is a visiting student.

IV. Graduation Rate

The graduation rate for Criminal Justice Technology was 29%, 7 graduates. The graduation rate for Criminal Justice Technology – Forensic Science was 25%, 4 graduates. The graduate unduplicated headcount is 11. (See Table 3.)

Table 3: Unduplicated Program Graduates 2022-23

	Graduates	Criminal Justice	Forensic Science
Criminal Justice	7	N/A	0
Forensic Science	4	0	N/A

V.   Goal Accomplishment

A. Goal Accomplishment of Graduates: Of the 11 graduating students, 9 responded to the graduate survey. All graduates stated that their goal was to obtain a degree.

Upon graduating, 100% (9 graduates) of those responding to the survey said that they had fully accomplished their goal.

B. 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

C. Goal Accomplishment of Early Leavers in 2022-23: N/A

VI.   Successful Placement

The related employment and/or enrolled in additional education rate of the graduates responding to the survey is 78%, 2 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 2021-22 graduates showed no more graduates in related employment or enrolled in additional education for a placement rate of 80%. (See Table 4.)

Table 4: Job Placement Follow-Up Results
Graduation Rate/Successful Placement Scale (Internal Benchmark)
Unsatisfactory………….Satisfactory
0-49%................................50-100%

	Re-sponses	Related Employ.	Unrelated employ.	Un-employ.	More Educ.	Un-known	1-yr Follow-up Related Emp.
2022-23	9	2 (22%)	2	5	7	0	
2021-22	10	3 (30%)	3	4	7	0	Unch (30%)
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%)

2022-23 – Two graduates enrolled in additional education are also in related employment.
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.
Note: Employment status percentages are calculated using number of responses.

VII.   Employer Survey Results

Zero surveys were sent, and zero responses were received. Two graduates checked "do not contact" their employers. (See Table 5.)

Table 5: Employer Survey Results–Evaluation of Students in Related Field Only

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

	Responses (0 of 0)
Performance of vocational or technical skills	N/A
Effective communication in speaking, writing, reading and listening	N/A
Demonstrates the needed math skills	N/A
Uses information to analyze problems and make logical decisions	N/A
Demonstrates good work habits	N/A
If the need arises, would you hire a Coastal graduate in the future?	N/A
Overall rate of satisfaction with Coastal graduate employee	N/A

VIII.   Certification/Licensure

Not applicable.

IX.   Advisory Committee

The Advisory Committee meeting took place on April 21, 2023; all meeting notes and relevant attachments are on file. There were several goals set for this meeting; the first was to establish a solid committee that has been updated to ensure we are truly representing the needs of our community. This committee is now comprised of local, county, state Law Enforcement, Basic Law Enforcement, Continuing Education, and Coastal Faculty but also representatives of Onslow County Juvenile Delinquency Prevention Council, Youth Court, and the Juvenile Court Systems. These various representatives are able to discuss the trends they are experiencing from their perspectives. This also allows them to provide the group with resources and ideas that may have been previously unknown. During this meeting, Law Enforcement and Continuing Education engaged in a conversation regarding the issue of recruiting. They expressed that although they have set up several recruiting events and many have applied, the applicants do not meet minimum standards. A discussion took place in regards to several agencies reducing their standards to increase those who are allowed to apply; however, these agencies have experienced ethics, morals, and criminal issues.

Faculty discussed that there are numerous events held on campus as well as classroom opportunities that would provide Law Enforcement, if participating, an opportunity for recruiting and community engagement. We will continue to work with all entities to ensure we are constantly updating our program to meet the community needs.

X.   Student Opinion Survey

A. **Withdrawals from the College:** N/A

B. **Graduates form the Program:** The opinion survey reveals that Graduates rated Quality of Instruction in Program Areas, Quality of Instruction in Other Courses, Overall Quality of Academic Program, Teaching Facilities, and Equipment excellent. (See Table 6.)

Table 6: Student Opinion Survey Results

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

	Graduates (9 of 11)	Withdrawals (0 of 26)
Quality of Instruction in Program Areas	4.67	N/A
Quality of Instruction in Other Courses	4.56	N/A
Overall Quality of Academic Program	4.78	N/A
Teaching Facilities	4.67	N/A
Equipment	4.78	N/A

XI.   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 1.5 full-time instructor and 4 adjunct instructors. These instructors are either previous practitioners or are still currently operating. This adds legitimacy to our program. An average of 33.97% were taught by adjunct faculty. As we are building both programs through later stated objectives, if this occurs we may have to review this level of adjunct utilization.

B. Facilities/Equipment:
Facilities – During the last year, our program received Perkins Grant Funds to enhance our program. We decided to purchase two complete autopsy manikins. These will enhance a number of courses within our program. It took several months for these to be crafted and sent to our facility; therefore, they are currently being written into our curriculum.

Equipment – We have begun a cycle of inspecting all equipment to determine what equipment is no longer applicable to modern Criminal Justice or Forensic Science. Due to this process, we did not purchase items other than absolutely needed items to continue the program. Our program is quickly transitioning back into more seated classes. These two changes will likely result in more budget items being required during the next budget cycle.

C. Employment Demand: Nationally, employment opportunities for correctional officers and jailers are expected to decrease 8% through 2032. In North Carolina, this occupation is expected to decrease 6% through 2030. There are 1,340 annual vacancies expected for this occupation in North Carolina. Table 7 provides annual salary data for correctional officers and jailers.

US source: Bureau of Labor Statistics 2022-2032 employment projections
NC source: Projections Central 2020-2030 long-term projections

Table 7: Correctional Officers and Jailers Annual Salary Data

Average Salary	Minimum Annual/Hour	Median Annual/Hour	High Annual/Hour
National	$35,510/$17.07	$49,610/$23.85	$82,600/$39.71
State	$33,110/$15.92	$38,710/$18.61	$50,330/$24.20
Local	NA	NA	NA
Source: Bureau of Labor Statistics 2022 wage data			

Nationally, employment opportunities for forensic science technicians are expected to increase 13% through 2032. In North Carolina, this occupation is expected to increase 21% through 2030. There are 70 annual vacancies expected for this occupation in North Carolina. Table 8 provides annual salary data for forensic science technicians.

Table 8: Forensic Science Technicians Annual Salary Data

Average Salary	Minimum Annual/Hour	Median Annual/Hour	High Annual/Hour
National	$39,710/$19.09	$63,740/$30.64	$104,330/$50.16
State	$38,720/$18.61	$47,370/$22.78	$64,030/$30.78
Local	NA	NA	NA
Source: Bureau of Labor Statistics 2022 wage data			

D. Trends: Law Enforcement as well as many other fields in Criminal Justice are experiencing a lull in appropriate applicants. This has created a much lower number of students entering into our programs. Current societal trends and global security threats have changed the manner in which the Criminal Justice profession is viewed. Social Media has created a "warrior" mentality which undoubtedly creates fear and trepidation with regards to Law Enforcement. Nationwide, law enforcement agencies have experienced fewer applicants and those who do apply do not meet minimum hiring requirements. Agencies that have reduced their standards to increase hiring have experienced ethical, moral, and criminal violations, which then further harmed community/police partnerships. We are continuing to support raising our students' abilities to meet the standards of our local agencies as well as moving towards a "guardian" mentality towards the Criminal Justice profession through our listed objectives.

XII.   Operating Budget

Table 9: Operating Budget

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2022-23	0	0	399	467	1,120	1,120
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

2022-23 – Perkins Grant funds were utilized.
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.

XII.   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 now have an operating Advisory Committee that is motivated to be involved in class presentations, volunteer positions, citizen police and sheriff academies, and in the Onslow County Youth Programs. We are transitioning to a more classroom-based curriculum, which will allow the student to be more involved in the hands-on learning and, as a result, will be more engaged. This is not only to add to the development of a skilled and motivated student but also will enhance student retention.

We are adding mental health, substance abuse, and interactions with individuals with developmental disabilities to each of our classes as these areas of concern are deeply woven into the community and this profession. Many students have expressed that they were unaware of these issues being so prevalent but after the section of material they express interest in getting involved in these volunteer programs. This is clearly enhancing the "guardian" mentality, which is needed if we are going to close the chasm between community/police relations.

B. Weaknesses: We have not observed the growth and student retention we would like to see; however, the reasons for this have been discussed in several sections. A follow-up with those who left the program, when able to make contact, found that several students were experiencing personal issues completely unrelated to Coastal Carolina Community College; some students also expressed that the transition to seated formats made it difficult to work and attend school. Additionally, some students expressed that they were planning on returning when the Spring Semester started and we are currently working to get them back into classes.

There is still a concern regarding the low employment rate of graduates, which indicates a need to identify career opportunities outside of the local area. Although local agencies were invited to several events and are constantly reminded that their officers are welcome to speak and encouraged to come to classes, the Onslow County Sheriff Office has been the lone agency to respond. The Onslow County Sheriff Office sent a representative to speak to the class and as a result several students signed up and participated in their Citizen's Academy and two of these students are now working towards going into Corrections.

C. Progress and Response to Objectives Set and Printed in 2021-22 DTA
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. **COMPLETE AND ONGOING** – We will need to continue recruiting through the schools in order to maintain student enrollment.
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. **CONTINUE AS REVISED** – This is an ongoing effort to develop the club itself, once developed and

assimilated into the Coastal Community College System, then it will be a continual club restarting with each new group of CJ/Forensics Science student groups.

3. Plan and implement Criminal Justice/Forensic Science projects and events to improve student engagement. **CONTINUE** – I am working to get High Schools and Coastal students involved in developing CJ and forensic, such as Cold Case Events, Chase the Evidence and Mini-Informational Speaking Specific events both by professionals within the field or students restarting with each new group of CJ/Forensics Science student groups.
4. Invite guest speakers from the Criminal Justice professions to give students insight on working in various Criminal Justice fields. **CONTINUE** – This is a continual effort to ensure our program remains relevant and credible.
5. Work with Success Coaches and utilize college resources to provide tools for successful graduation. **CONTINUE** – I am consistently reviewing students' grades and classroom behavior in order to determine if a referral to Student Success Coaches or another referral is appropriate. This is an effort to address an issue before it becomes a crisis.
6. Incorporate job skills, interview techniques, and professional communication in CJC 120 Interviews and Interrogations course. **COMPLETE AND ONGOING** – This is a process in which the students will complete an application and then participate in an Interview Board setting very similar to what they will experience in the real world. This is in effort to assist with providing the student the skills to be successful in a CJ specific interview. We will continue this in order to support the mission of employment after graduation.
7. Investigate articulation with North Carolina universities. **COMPLETE**

D. Summary of Improvements and/or Budget Decisions Based On Analysis
1. We have developed a connection with Onslow County Sheriff Office to include our students in the Citizens Law Enforcement Academy which provides them with opportunities to engage in ride-along, on-site tours of the jail, crime scenes observations, and criminal and civil trials observations. This will enhance the individual student experience as well as forming a professional relationship within that agency which may encourage the student to apply to the local agency.
2. During CJC 120 Interviews/Interrogations and CJC 121 Law Enforcement Operations, we have implemented interactive interviews. During CJC 120 Interviews/Interrogations, the student is required to arrange a meeting with the Career Center, complete a resume, and then perform the job interview. During CJC 121 Law Enforcement Operations, the students are to perform in the role as a law enforcement officer who is watching a counselor de-escalate an individual experiencing a mental health crisis. They are then allowed a time for discussion about the incident, and they must then complete a written report regarding the incident. Both of these interactive exercises are intended to expose the student to real-life situations as well as preparing them for a job specific hiring process.
3. We investigated articulation with North Carolina universities and they are not currently interested in changing their articulation agreements.

E. Program Objectives/Actions for the Next 1 to 2 Years
1. Work with Student Services to develop a Criminal Justice/Forensic Science Club. This would actively engage our CCP and college students. This will enhance student recruitment and student engagement.
2. Plan and implement Criminal Justice/Forensic Science projects and events to improve student engagement.
3. Invite guest speakers from the Criminal Justice professions to give students insight on working in various Criminal Justice fields.
4. Work with Success Coaches and utilize college resources to provide tools for successful graduation.
5. Coordinate with PIO to develop a campaign for our program that would demonstrate the "guardian" mindset we are developing. This would translate into flyers and other media outlets to set us apart from "Law Enforcement" while highlighting other career pathways within Criminal Justice.
6. Update the Crime Lab while properly disposing obsolete or outdated equipment.
7. Develop a curriculum that would reduce the overlap of information between classes. Students will be involved in setting up a "Crime Scene" and the accompanying information (Suspect, Witness and Police Report Development), this crime scene would be used as a standard throughout each course, both for Forensics and CJ Technology.
8. Investigate the need to offer classes utilizing a blended method to increase both enrollment and enhance student retention.

9. Investigate alternative capstone course options.

F. Program/Student Learning Outcomes at Program Completion

1. Graduates of the Criminal Justice Technology program will be employed in the field.

78%   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.

80%   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%   a. At the close of their final term, 90% of the students will be career entry-level in 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. 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 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.

Table 10: Capstone Course–CJC 221 Investigative Principles

Grade Distribution				Graduates	
Grade	# of Students	%		# of Students	Term
A	11	58%		N/A	N/A
A-	3	16%			
B+	1	5%			
B	2	11%			
D	1	5%			
F	1	5%			
	19				
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 foodservice settings including full service restaurants, hotels, resorts, clubs, catering operations, contract foodservice, 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 foodservice manager.

II.   Enrollment

The associate annual unduplicated headcount for 2022-23 was 23, a 4% decrease from the previous year. The Fall freshman headcount was 11, a 21% decrease from the previous year. (See Table 1.)

The diploma annual unduplicated headcount for 2022-23 was 9, no change from the previous year. The Fall freshman headcount was 8, an 11% decrease from the previous year. (See Table 2.)

The certificate annual unduplicated headcount for 2022-23 was 20, an 18% increase from the previous year. The Fall freshman headcount was 20, an 18% increase from the previous year. (See Table 3 through 6.)

Table 1: Culinary Arts (A55150)

	Headcount		Grads		FTE			
	FRS	Ann'l Undup.	No.	%	Fall	Spring	Summer	Total
2022-23	11	23	8	57	12.44	14.84	10.47	37.75
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

Table 2: Diploma (D55150)

	Headcount		Grads	
	FRS	Ann'l Undup.	No.	%
2022-23	8	9	8	89
2021-22	9	9	8	89
2020-21	7	8	8	100
2019-20	7	7	6	86
2018-19	7	7	7	100

Table 3: Professional Culinarian I Certificate (C55150A)

	Headcount		Grads	
	FRS	Ann'l Undup.	No.	%
2022-23	20	20	20	100
2021-22	10	10	10	100
2020-21	9	9	9	100
2019-20	7	7	7	100
2018-19	14	14	14	100

Table 4: Professional Culinarian II Certificate (C55150B)

	Headcount		Grads	
	FRS	Ann'l Undup.	No.	%
2022-23	10	10	10	100
2021-22	8	8	8	100
2020-21	8	8	8	100
2019-20	11	11	11	100
2018-19	12	12	12	100

Table 5: Professional Sous-Chef Certificate (C55150C)

	Headcount		Grads	
	FRS	Ann'l Undup.	No.	%
2022-23	8	8	8	100
2021-22	8	8	8	100
2020-21	8	8	8	100
2019-20	11	11	11	100
2018-19	12	12	12	100

Table 6: Professional Chef Certificate (C55150D)

	Headcount		Grads	
	FRS	Ann'l Undup.	No.	%
2022-23	10	10	10	100
2021-22	8	8	8	100
2020-21	8	8	8	100
2019-20	8	8	8	100
2018-19	10	10	10	100

III. Program Withdrawal Rate

A. Withdrawals from the College: Of the 3 associate students withdrawing from the College (13% withdrawal rate), none responded to the Leaver survey.

B. Changed Academic Program: Three students changed their program prior to completion. One changed to Associate in Science, one changed to Electrical Systems Technology, and one changed to Associate in Science in Teacher Preparation.

IV. Graduation Rate

The associate graduation rate was 57%, 8 graduates; the diploma graduation rate was 89%, 8 graduates; the certificate graduation rate was 100%, 20 graduates. The graduate unduplicated headcount was 20. (See Table 7.)

Table 7: Unduplicated Program Graduates 2022-23

	Grads	Associate	Diploma	C55150A	C55150B	C55150C	C55150D
Associate	8	N/A	8	8	8	8	8
Diploma	8	8	N/A	8	8	8	8
C55150A	20	8	8	N/A	10	11	10
C55150B	10	8	8	10	N/A	10	10
C55150C	8	8	8	11	10	N/A	10
C55150D	10	8	8	10	10	10	N/A

V. Goal Accomplishment

A. Goal Accomplishment of Graduates: Of the 20 graduating students, 9 responded to the graduate survey. All graduates stated that their goal was to obtain a degree/diploma/certificate.

Upon graduating, 89% (8 graduates) of those responding to the survey said that they had fully accomplished their goal, and 11% (1 graduate) said they partially accomplished their goal.

B. 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

C. Goal Accomplishment of Early Leavers in 2022-23: N/A

VI. Successful Placement

The related employment and/or enrolled in additional education rate of the graduates is 56%, 3 graduates in related employment and 3 graduates 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 2021-22 graduates showed no more graduates in related employment or enrolled in additional education for a placement rate of 57%. (See Table 8.)

Table 8: Job Placement Follow-Up Results

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

	Re-sponses	Related Employ.	Unrelated employ.	Un-employ.	More Educ.	Un-known	1-yr Follow-up Related Emp.
2022-23	9	3 (33%)	5	0	3	1	
2021-22	7	4 (57%)	1	2	0	0	Unch (57%)
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%)

2022-23 – One graduate enrolled in additional education is also in related employment.
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.

VII. Employer Survey Results

Two surveys were sent, and zero responses were received. One graduate checked "do not contact" their employer. (See Table 9.)

Table 9: Employer Survey Results–Evaluation of Students in Related Field Only

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

	Responses (0 of 2)
Performance of vocational or technical skills	N/A
Effective communication in speaking, writing, reading and listening	N/A
Demonstrates the needed math skills	N/A
Uses information to analyze problems and make logical decisions	N/A
Demonstrates good work habits	N/A
If the need arises, would you hire a Coastal graduate in the future?	N/A
Overall rate of satisfaction with Coastal graduate employee	N/A

VIII. Certification/Licensure

In 2022-23, 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 50% first-time passing rate. The four who did not pass the first-time all passed after retaking the test for a 100% overall passing rate. (See Table 10.)

Table 10: Certification/Licensure Results

	No. Tested	No. 1st Time Passing	No. Failed	% 1st Time Passing	Retake Pass	Overall % Pass
2022-23	8	4	4	50	4	100
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

IX. Advisory Committee

The annual joint meeting was held on April 26, 2023, at 12:00 p.m. at the Culinary and Hospitality Technology Building with both 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. Much discussion was had regarding business recovery and the dearth of trained culinarians in their respective businesses.

X. Student Opinion Survey

A. **Withdrawals from the College:** N/A

B. **Graduates from the Program:** The opinion survey reveals that Graduates rated Quality of Instruction in Other Courses, Teaching Facilities, and Equipment above average; Quality of Instruction in Program Areas and Overall Quality of Academic Program average. (See Table 11.)

Table 11: Student Opinion Survey Results

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

	Graduates (9 of 20)	Withdrawals (0 of 3)
Quality of Instruction in Program Area	2.89	N/A
Quality of Instruction in Other Courses	4.00	N/A
Overall Quality of Academic Program	3.22	N/A
Teaching Facilities	4.00	N/A
Equipment	4.00	N/A

XI. 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 29.63% 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:** Nationally, employment opportunities for food service managers is expected to increase 1% through 2032. In North Carolina, this occupation is expected to increase 19% through 2030. There are 1,090 annual vacancies expected for this occupation in North Carolina. Table 12 provides annual salary data for food service managers.

US source: Bureau of Labor Statistics 2022-2032 employment projections
NC source: Projections Central 2020-2030 long-term projections

Table 12: Food Service Managers Annual Salary Data

Average Salary	Minimum Annual/Hour	Median Annual/Hour	High Annual/Hour
National	$38,740/$18.62	$61,310/$29.48	$100,520/$48.33
State	$44,150/$21.23	$61,480/$29.56	$96,030/$46.17
Local	$39,000/$18.75	$56,770/$27.30	$90,570/$43.55
Source: Bureau of Labor Statistics 2022 wage data			

Nationally, employment opportunities for first-line supervisors of food preparation and serving workers are expected to increase 5% through 2032. In North Carolina, this occupation is expected to increase 24% statewide through 2030. There are 6,390 annual vacancies expected for this occupation in North Carolina. Table 13 provides annual salary data for first-line supervisors of food preparation and serving workers.

US source: Bureau of Labor Statistics 2022-2032 employment projections
NC source: Projections Central 2020-2030 long-term projections

Table 13: First-Line Supervisors of Food Preparation and Serving Workers Annual Salary Data

Average Salary	Minimum Annual/Hour	Median Annual/Hour	High Annual/Hour
National	$27,700/$13.32	$37,050/$17.81	$59,650/$28.68
State	$25,550/$12.29	$36,440/$17.52	$57,860/$27.82
Local	$23,720/$11.41	$34,490/$16.58	$50,370/$24.22
Source: Bureau of Labor Statistics 2022 wage data			

Nationally, employment opportunities for restaurant cooks are expected to increase 20% through 2032. In North Carolina, this occupation is expected to increase 54% through 2030. There are 10,120 annual vacancies expected for this occupation in North Carolina. Table 14 provides annual salary data for restaurant cooks.

US source: Bureau of Labor Statistics 2022-2032 employment projections
NC source: Projections Central 2020-2030 long-term projections

Table 14: Restaurant Cooks Annual Salary Data

Average Salary	Minimum Annual/Hour	Median Annual/Hour	High Annual/Hour
National	$23,610/$11.35	$34,110/$16.40	$44,570/$21.43
State	$21,280/$10.23	$29,670/$14.27	$39,430/$18.96
Local	$20,990/$10.09	$27,710/$13.32	$36,000/$17.31
Source: Bureau of Labor Statistics 2022 wage data			

D. Trends: Job placement rates remain strong regionally, nationwide, and internationally due to a shortage of executive chefs. A shortage of culinary leadership in some food service operations continues to persist post-SARS-CoV-2. As stated above, there is an expected need for food preparation and serving managers expected to increase 21% through 2030.

XII. Operating Budget

Table 15: Operating Budget

	Equipment		Supplies			Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Patron Fees	Budgeted	Actual
2022-23	0	0	50,768	50,530	4,490	560	560
2021-22	0	0	49,167	39,833	3,855	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

2021-22 – Patron fees were supplemented by loss revenue.
2019-20 – Lab supplies were purchased along with an ice cream maker.

XIII. Quality Review Summary

A. Strengths: The program provides students with entry-level, 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 by instructors to produce safe and accurate recipes as required by the instructor. The instructors require pre-planning, regular attendance, timeliness, compliance with uniform standards, and lab work accuracy. All are expected during student lectures and lab segments.

Extensive outreach to prospects for enrollment is conducted each semester with service area high school students. In Fall 2022, four high school groups, totaling 78 students, participated in interactive cooking and baking stations as they rotated to 4 production stations. All faculty and high school students were most impressed and enjoyed themselves immensely. This exercise is conducted each fall semester.

B. Weaknesses: Program could benefit from a Lab Assistant to assist the instructors to meet the demands of high performing students who expect more from the curriculum. More storage space is needed for non-perishable supplies.

C. Progress and Response to Objectives Set and Printed in 2021-22 DTA
1. Refurbish the existing interior of the large walk-in refrigerator #2. **CONTINUE** – Seek Maintenance thoughts on way to economically do this.
2. Purchase a 40-foot metal container for outdoor storage. **CONTINUE AS REVISED** – A 20 ft Conex for metal and wood equipment storage is needed.
3. Establish a CCP pathway program with Onslow County high schools. **CONTINUE AS REVISED**
4. Replace older laptop computers. **CONTINUE**
5. Purchase cameras and microphones for student presentations. **CONTINUE AS REVISED**
6. Develop courses to help students be aware of the world around them and how they can interact in and increase the job market. **COMPLETE**
7. Increase response to Graduate and Employer surveys. **DELETED**

D. Summary of Improvements and/or Budget Decisions Based On Analysis
1. Purchased cameras for student presentations. Microphones are forthcoming.
2. CUL 140 Culinary Skills I, CUL 240 Culinary Skills II, and CUL 230 Global Cuisines were developed to help students have a deeper understanding of the world around them and how they can utilize these skills to increase their marketability on the job market.
3. As noted above, extensive outreach to prospects for enrollment is conducted each semester with service area high school students. In Fall 2022, four high school groups, totaling 78 students, participated in interactive cooking and baking stations as they rotated to 4 production stations. All faculty and high school students were most impressed and enjoyed themselves immensely. This exercise is conducted each fall semester.
4. Admissions staff provided the 2022-23 prospect list of potential students who expressed interest in the program to increase enrollment. The Department Head contacted them three times during the summer to encourage enrollment with the subject of the email reading "From the Chef's Desk" to increase student interest and build rapport.

E. Program Objectives/Actions for the Next 1 to 2 Years
1. Refurbish the existing interior of the large walk-in refrigerator #2.
2. Investigate a 20-to-40-foot container for outdoor storage.
3. Investigate a CCP pathway program with Onslow County high schools.
4. Replace older laptop computers.
5. Purchase microphones for student presentations.
6. Investigate strategies to increase ServSafe pass rate, to include emphasizing the importance of retaking the exam within one week of failure.
7. Investigate the need for a Lab Assistant in the Culinary lab.

F. Program/Student Learning Outcomes at Program Completion
1. Graduates of the Culinary Arts program will demonstrate competency in culinary skills and procedures.
    85%   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.
    85%   c. Students will demonstrate, with 90% proficiency, the ability to design and write menus from a variety of cuisines.
    85%   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.

56%   a. 70% of the graduates responding to the Graduate/Completer Survey will report employment in the field or continuing their education.

57%   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. 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
2. N/A   a 3.0 on a 5-point scale; however, if any of the three survey questions has an individual rating
3. N/A   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 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 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 completed portfolio 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.

One new module was added to CUL 230 Global Cuisines for 2022-23, 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).

Table 16: Capstone Course–CUL 230 Global Cuisines

Grade Distribution				Graduates	
Grade	# of Students	%		# of Students	Term
A	5	42%		8	2023SP
A-	2	17%			
C+	1	8%			
C	2	17%			
C-	1	8%			
D	1	8%			
	12				
Retention Rate:		100%			

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. Enrollment

The annual unduplicated headcount for 2022-23 was 28, an 8% increase from the previous year. The fall freshman headcount was 28, an 8% increase from the previous year. (See Table 1.)

Table 1: Diploma (D45240)

	Headcount		Grads		FTE			
	FRS	Annual Undup.	No.	%	Fall	Spring	Summer	Total
2022-23	28	28	21	75	19.00	20.56	10.91	50.47
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

The percent graduate is based on latest year freshmen.

III. Program Withdrawal Rate

A. **Withdrawals from the College:** Of the 4 students withdrawing from the College (14% withdrawal rate), none responded to the Leaver survey.

B. **Changed Academic Program:** Three students changed their academic program prior to completion. Two changed to Associate in Arts and one changed to Associate in Engineering.

IV. Graduation Rate

The graduation rate was 75%, 21 graduates from the present year freshmen. (See Table 1.)

V. Goal Accomplishment

A. **Goal Accomplishment of Graduates:** The program is fulfilling its purpose because:
Of the 21 graduating students, 20 responded to the graduate survey. Nineteen graduates stated that their goal was to obtain a diploma.

Upon graduating, 90% (18 graduates) of those responding to the survey said that they had fully accomplished their goal, 5% (1 graduate) said they partially accomplished their goal. Several of the students are hoping to complete the Dental Hygiene Program as well.

B. **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

C. **Goal Accomplishment of Early Leavers in 2022-23:** N/A

VI. Successful Placement

The related employment and/or enrollment in additional education rate of the graduates responding to the survey is 85%, 9 in related employment and 15 enrolled in additional education. Seven 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 2021-22 graduates showed no more graduates in related employment or enrolled in additional education for a placement rate of 76%. (See Table 2.)

Table 2: Job Placement Follow-Up Results

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

	Re-sponses	Related Employ.	Unrelated Employ.	Un-employ.	More Educ.	Un known	1-yr Follow-up Related Emp.
2022-23	20	9 (45%)	7	4	15	0	
2021-22	21	7 (33%)	9	5	14	0	Unch (33%)
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%)

2022-23 – Seven graduates enrolled in additional education are also in related employment.
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 percentages 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.

VII. Employer Survey Results

Five surveys were sent, and three responses were received. Four graduates checked "do not contact" their employer. (See Table 3.)

Table 3: Employer Survey Results–Evaluation of Students in Related Field Only

Excellent   Above Avg.   Average   Below Avg.   Poor

5 - - - - - -   - - - - 4 - - - -   - - - 3 - - -   - - - 2 - - -   - - - 1

	Responses (3 of 5)
Performance of vocational or technical skills	4.00
Effective communication in speaking, writing, reading and listening	4.33
Demonstrates the needed math skills	N/A
Uses information to analyze problems and make logical decisions	3.67
Demonstrates good work habits	4.67
If the need arises, would you hire a Coastal graduate in the future?	100% Yes
Overall rate of satisfaction with Coastal graduate employee	4.00

VIII. Certification/Licensure

The 2022-2023 certification passing rate of National Boards for Infection Control is 100%, for Radiation Health & Safety is 100%, and for General Chairside is 100%. (See Table 4.)

Table 4: Certification/Licensure Results:

Infection Control						
	No. Tested	No. Passing	No. Failed	% Passing	Nat'l Avg.	CCCC Avg.
2022-23	22	22	0	100	N/A	592
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

Radiation Health & Safety						
	No. Tested	No. Passing	No. Failed	% Passing	Nat'l Avg.	CCCC Avg.
2022-23	21	21	0	100	N/A	507
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
General Chairside						
	No. Tested	No. Passing	No. Failed	% Passing	Nat'l Avg.	CCCC Avg.
2022-23	18	18	0	100	N/A	570
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

Note: 400 is considered passing

IX. Advisory Committee

To better accommodate the advisory committee's schedules, the Dental Department, effective the 2023-2024 academic year, is moving the annual advisory meeting to January of each year.

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 enrollment 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 to partner with Coastal Carolina Community College's Dental Department.

X. Student Opinion Survey

A. Withdrawals from the College: N/A

B. Graduates from the Program: The opinion survey reveals that 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. (See Table 5.)

Table 5: Student Opinion Survey Results

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

	Graduates (20 of 21)	Withdrawals (0 of 4)
Quality of Instruction In Program Areas	4.58	N/A
Quality of Instruction in Other Courses	4.33	N/A
Overall Quality of Academic Program	4.47	N/A
Teaching Facilities	4.32	N/A
Equipment	4.32	N/A

XI. 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 1 full-time faculty dedicated to just Dental Assisting, 1 full-time faculty shared with Dental Hygiene, and 1 dentist, the Dental Department Head, who is shared with the Dental Hygiene Program. All faculty meet SACSCOC and CODA credentialing requirements.

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 continues to be incorporated into our students' learning experience.

C. Employment Demand: Nationally, employment opportunities for dental assistants are expected to increase by 11% through 2032. In North Carolina, this occupation is expected to increase 11% through 2030. There are 1,260 annual vacancies expected for this occupation in North Carolina. Table 6 provides annual salary data for dental assistants.

US source: Bureau of Labor Statistics 2022-2032 employment projections
NC source: Projections Central 2020-2030 long-term projections

Table 6: Dental Assistants Annual Salary Data

Average Salary	Minimum Annual/Hour	Median Annual/Hour	High Annual/Hour
National	$31,450/$15.12	$44,820/$21.55	$59,200/$28.46
State	$34,090/$16.39	$46,140/$21.55	$60,950/$29.30
Local	$29,030/$13.96	$44,160/$21.23	$53,670/$25.81
Source: Bureau of Labor Statistics 2022 wage data			

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 2022-23, 57 applications for the Dental Assisting program were received, 41 applicants met the minimum academic admission requirements, 41 students were offered admission, and 25 enrolled.

XII. Operating Budget

Table 7: Operating Budget

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2022-23	0	0	33,781	33,717	6,074	4,833
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

2022-23 – Due to conferences being held virtually, professional development and travel funds encumbered were less than what was anticipated.
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.

XIII. 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 great employment mobility and flexibility for not only our military spouses but also our other graduates. The Dental 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 98% 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. The graduate survey response rates have consistently remained high.

B. Weaknesses: The Dental Assisting Program is a very strong program with a very solid foundation. A major concern for the program is the clinic patient chairs that are 20 years old. Six (6) chairs were purchased and installed on April 11, 2022, through April 15, 2022, leaving 17 older chairs. These 17 older chairs are reaching a critical point in their length of service are in need of replacement. Not only are the remaining 17 chairs requiring more and more maintenance, these chairs could malfunction at inopportune times, causing students to have to cancel patients because we do not have a functioning operatory available for them. In addition, the central sterilization area needs to be remodeled to create better efficiency and productivity in the clinic space.

C. Progress and Response to Objectives Set and Printed in 2021-22 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, **DELETED**
       b. Redesign the Central Sterilization area to make more effective and efficient use of the space. **CONTINUE AS REVISED** – This objective has been revised to include stakeholders from other areas around campus.
   2. To launch a late Spring 2023 inaugural Dental Office Administrator certificate program in collaboration with the Division of Continuing Education. **COMPLETE**
   3. Continue to further develop and refine a continually improving and effective annual faculty calibration workshop at the start of each academic year. **COMPLETE AND ONGOING**
   4. Incorporate student clinical competencies using a variety of dental equipment to ensure successful transition from program to private practice. **COMPLETE AND ONGOING**

5. Continue to identify and implement strategies to increase response rate on Employer Surveys. **CONTINUE AS REVISED** – This objective has been revised to not simply investigate strategies to obtain a better return rate on the program's employment surveys, but to also develop strategies with the Office of Institutional Effectiveness and to implement those strategies with the next set of employer surveys that will be sent out.
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. **COMPLETE AND ONGOING**
7. To seek the opportunity for the Dental Assisting students to participate in the ECU School of Dental Medicine. **COMPLETE AND ONGOING**

D. Summary of Improvements/Budget Decision Based On Analysis
1. The Dental Department Head, along with other college stakeholders, collaborated to launch a Dental Office Administration certificate program that initially began in Curriculum. The concept for offering this program was revised to offering a 12-week course through Continuing Education based upon feedback provided by local dental offices and prospective students.
2. At the beginning of each academic year, both full-time and part-time Dental Assisting faculty attend a calibration workshop to ensure consistency in teaching and grading especially as related to clinical competencies.
3. The Dental Assisting faculty have incorporated new clinical competencies that include 21st Century dental technology such as the iTero Digital Scanning unit, Nomad handheld x-ray system, and Isovac.
4. The Dental Assisting faculty have incorporated Success Coaches into their classes as well as their advising session with students in an effort to help students stay the course.
5. In furthering our partnership with ECU School of Dental Medicine, Dental Assisting students now rotate at the ECU School of Dental Medicine as a part of their clinicals during the spring and summer semesters.

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 remodel the Central Sterilization area to make it more efficient and productive.
2. Collaborate with Institutional Effectiveness and Student Success to determine if there is a more efficient and effective vehicle to obtain Employer Survey results.
3. Work with Senior Administration to develop a strategy and timeline to replace the remainder of the clinical operatory chairs.
4. Research software that will align with accreditation standards, facilitate objective grading of pre-clinic and clinic competencies, and more effectively identify weaknesses in student performance and/or educational methodology to assist students in staying the course.

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.

100%   • Infection Control
100%   • Radiation Health & Safety
100%   • 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.

85%   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.

76%   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.

1. 4.00
2. 4.33
3. N/A

100%

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 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.

   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.

100%

5. Faculty will attend state, regional, or national meetings each year and disseminate scientific information 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.

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.

Table 8: Capstone Course–DEN 107 Clinical Practice II

Grade Distribution				Graduates	
Grade	# of Students	%		# of Students	Term
A	19	86%		21	2023SU
A-	1	5%			
B+	2	9%			
	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. Enrollment

The annual unduplicated headcount for 2022-23 was 42, a 5% decrease from the previous year. The freshman headcount was 22, no change from the previous year. (See Table 1.)

Table 1: Associate (A45260)

	Headcount		Grads		FTE			
	FRS	Annual Undup.	No.	%	Fall	Spring	Summer	Total
2022-23	22	42	20	91	27.22	24.19	5.91	57.32
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

III. Program Withdrawal Rate

A. Withdrawals from the College: Of the 1 student withdrawing from the College (2% withdrawal rate), none responded to the Leaver survey.

B. Changed Academic Program: One student changed their academic program prior to completion to Accounting and Finance.

IV. Graduation Rate

The graduation rate was 91%, 20 graduates. (See Table 1.)

V. Goal Accomplishment

A. Goal Accomplishment of Graduates: The program is fulfilling its purpose because:
Of the 20 graduating students, 18 responded to the graduate survey. All graduates stated that their goal was to obtain a degree.

Upon graduating, 89% (16 graduates) of those responding to the survey said that they had fully accomplished their goal, and 11% (2 graduates) partially accomplished their goal.

B. 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

C. Goal Accomplishment of Early Leavers in 2022-23: N/A

VI. Successful Placement

The related employment and/or enrollment in additional education rate of the graduates responding to the survey is 39%, 1 in related employment and 7 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 2021-22 graduates showed two more graduates in related employment or enrolled in additional education, for a placement rate of 57%. (See Table 2.)

Table 2: Job Placement Follow-Up Results

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

	Re-sponses	Related Employ.	Unrelated Employ.	Un-employ.	More Educ.	Un known	1-yr Follow-up Related Emp.
2022-23	18	1 (6%)	3	12	7	0	
2021-22	14	2 (14%)	2	10	5	0	2 (29%)
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%)

2022-23 – One graduate enrolled in additional education is also in related employment.
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.
Note: Employment status percentages are calculated using number of responses.

VII. Employer Survey Results

One survey was sent, and one response was received. No graduates checked "do not contact" their employer. (See Table 3.)

Table 3: Employer Survey Results–Evaluation of Students in Related Field Only

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

	Responses (1 of 1)
Performance of vocational or technical skills	5.00
Effective communication in speaking, writing, reading and listening	5.00
Demonstrates the needed math skills	N/A
Uses information to analyze problems and make logical decisions	5.00
Demonstrates good work habits	5.00
If the need arises, would you hire a Coastal graduate in the future?	100% Yes
Overall rate of satisfaction with Coastal graduate employee	5.00

VIII. Certification/Licensure

The 2022-23 North Carolina State Board certification/licensure first-time passing rate was 100%. Students taking the National Board achieved a first-time pass rate of 79%. (See Table 4.)

Table 4: Certification/Licensure Results:

	State Board:				*National Board:*			
	No. Tested	No. Pass	No. Failed	% Pass	No. Tested	No. Pass	No. Failed	% Pass
2022-23	19	19	0	100	19	15	4	79
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

IX. Advisory Committee

To better accommodate the advisory committee's schedules, the dental department, effective the 2023-2024 academic year, is moving the annual advisory meeting to January of each year.

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 enrollment 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 to partner with Coastal Carolina Community College's Dental Department.

X. Student Opinion Survey

  A. **Withdrawals from the College:** N/A

  B. **Graduates from the Program:** The opinion survey reveals that Graduates rated Quality of Instruction in Program Areas, Quality of Instruction in Other Courses, Overall Quality of Academic Program, Teaching Facilities excellent; Equipment above average. (See Table 5.)

Table 5: Student Opinion Survey Results

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

	Graduates (8 of 20)	Withdrawals (0 of 1)
Quality of Instruction In Program Areas	4.61	N/A
Quality of Instruction in Other Courses	4.72	N/A
Overall Quality of Academic Program	4.67	N/A
Teaching Facilities	4.61	N/A
Equipment	4.44	N/A

XI. 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. Faculty include two (2) full-time dental hygienists; one (1) full-time faculty who is shared between Dental Hygiene and Dental Assisting; one (1) dentist who is also the Dental Department Head/Instructor; one (1) part-time dentist clinical instructor; and twelve (12) adjunct clinical instructor faculty.

The role of the part-time dentist clinical instructor continues to provide the students with a simulated private practice experience. All faculty meet SACSCOC and CODA credentialing requirements.

The part-time dentist clinical instructor provides both dental anesthesia, when necessary, and "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 are sufficient to meet the needs of the students. The Dental Simulation Learning Center continues to be incorporated into our students' learning experience.

C. **Employment Demand:** Nationally, employment opportunities for dental hygienists are expected to increase by 9% through 2032. In North Carolina, this occupation is expected to increase 11% through 2030. There are 530 annual vacancies expected for this occupation in North Carolina. Table 6 provides annual salary data for dental hygienists.

US source: Bureau of Labor Statistics 2022-2032 employment projections
NC source: Projections Central 2020-2030 long-term projections

Table 6: Dental Hygienists Annual Salary Data

Average Salary	Minimum Annual/Hour	Median Annual/Hour	High Annual/Hour
National	$61,510/$29.57	$81,640/$39.14	$107,640/$51.75
State	$64,860/$31.19	$79,200/$38.08	$107,640/$44.45
Local	$64,340/$30.94	$73,390/$35.29	$76,710/$36.88
Source: Bureau of Labor Statistics 2022 wage data			

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. The Commission on Dental Accreditation (CODA), as of July 1, 2022, requires that all Dental Hygiene faculty, both didactic instructors and clinical instructors, have a bachelor's degree. It remains difficult to recruit clinical instructors who have earned a bachelor degree. During 2022-23, 73 candidates completed eligibility applications for the Dental Hygiene program, 50 applicants met the minimum academic admission requirements, 27 students were offered admission, and 22 enrolled.

XII. Operating Budget

Table 7: Operating Budget

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2022-23	0	0	102,080	95,468	6,903	741
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

2022-23 – Due to conferences being held virtually, professional development and travel funds encumbered were less than what was anticipated.
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.

XIII. 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 great employment mobility and flexibility for not only our military spouses but also our other graduates. 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. In addition, we have strong partnerships in the community including local non-profit organizations as well as Onslow County Schools. Over the past five years, Coastal Carolina Community College has had 89% of its graduates pass the Dental Hygiene National Board and 97% 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. A major concern for the program is the clinic patient chairs that are 20 years old. Six (6) chairs were purchased and installed on April 11, 2022, through April 15, 2022, leaving 17 older chairs. These 17 older chairs are reaching a critical point in their length of service are in need of replacement. Not only are the remaining 17 chairs requiring more and more maintenance, these chairs could malfunction at inopportune times, causing students to have to cancel patients because we do not have a functioning operatory available for them. In addition, the central sterilization area needs to be remodeled to create better efficiency and productivity in the clinic space.

C. Progress and Response to Objectives Set and Printed in 2021-22 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, **DELETED**
    b. Redesign the Central Sterilization area to make more effective and efficient use of the space.
        CONTINUE AS REVISED – This objective has been revised to include stakeholders from other areas around campus.
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. **COMPLETE**
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. **COMPLETE AND ONGOING**
4. Investigate strategies to build communication with graduates to obtain employment information. **CONTINUE AS REVISED** – This objective has been revised to not simply investigate strategies to obtain a better return rate on the program's employment surveys, but to also develop strategies with the Office of Institutional Effectiveness and to implement those strategies with the next set of employer surveys that will be sent out.

D. Summary of Improvements and/or Budget Decisions Based On Analysis
1. The Department Head's responsibilities were reviewed and compared with CODA updated Standard 3-2, and it was determined that the responsibilities with regards to teaching contact hours and administrative duties are in compliance with CODA's current standards.
2. The dental hygiene faculty have incorporated Success Coaches into their classes as well as their advising session with students in an effort to help students stay the course.

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 remodel the Central Sterilization area to make it more efficient and productive.
2. Continue to identify and implement strategies to increase response rate on Employer Surveys.
3. Collaborate with Institutional Effectiveness and Student Success to determine if there is a more efficient and effective vehicle to obtain Employer Survey results.

4. Work with Senior Administration to develop a strategy and timeline to replace the remainder of the clinical operatory chairs.
5. Research a replacement for the existing 15-year old Dental Scoring Software that will align with accreditation standards, facilitate objective grading of pre-clinic and clinic competencies, and more effectively identify weaknesses in student performance and/or educational methodology to assist students in staying the course.
6. Investigate partnership with the United States Coast Guard similar to our partnership with the United States Navy to train and equip dental hygiene professionals.
7. Update the dental policies and procedures manual to ensure an effective, transparent, and consistent classification system within the clinical setting.
8. Conduct curriculum reviews to ensure course objectives, methodologies, and assessments are aligned with accreditation standards.

F. Program/Student Learning Outcomes at Program Completion

95%
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.
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.
39%
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.
57%
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. 5.00
2. 5.00
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.
100%
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.

100%
5. Faculty will attend state, regional, or national meetings each year and disseminate scientific information to the faculty at a department meeting.
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.

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.

Table 8: Capstone Course–DEN 231 Dental Hygiene Clinic IV

Grade Distribution				Graduates	
Grade	# of Students	%		# of Students	Term
A	1	5%		20	2023SP
A-	5	25%			
B+	4	20%			
B	6	30%			
B-	3	15%			
C+	1	5%			
	20				
Retention Rate:		100%			

DIESEL AND HEAVY EQUIPMENT TECHNOLOGY (D60460)

Diesel Maintenance Certificate (C60460M) and Diesel Technician Certificate (C60460T)

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. Enrollment

The diploma annual unduplicated headcount for 2022-23 was 0, no change from the previous year. The diploma freshmen headcount was 0, no change from the previous year. (See Table 1.)

The Diesel Maintenance certificate annual unduplicated headcount for 2022-23 was 0. The certificate freshmen headcount was 0. This is the first year of this certificate program. (See Table 2.)

The Diesel Technician certificate annual unduplicated headcount for 2022-23 was 0. The certificate freshmen headcount was 0. This is the first year of this certificate program. (See Table 3.)

Table 1: Diploma (D60460)

	Headcount		Grads		FTE			
	FRS	Ann'l Undup.	No.	%	Fall	Spring	Summer	Total
2022-23	0	0	0	0	0.00	0.00	0.00	0.00
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

Table 2: Diesel Maintenance Certificate (C60460M)

	Headcount		Grads	
	FRS	Ann'l Undup.	No.	%
2022-23	0	0	0	0

Table 3: Diesel Technician Certificate (C60460T)

	Headcount		Grads	
	FRS	Ann'l Undup.	No.	%
2022-23	0	0	0	0

III. Program Withdrawal Rate

A. Withdrawals from the College: N/A

B. Changed Academic Program: N/A

IV. Graduation Rate

The diploma graduation rate was 0%, 0 graduates. Diesel Maintenance certificate was 0%, 0 graduates. Diesel Technician certificate graduation rate was 0%, 0 graduates. The graduate unduplicated headcount was 0. (See Table 4.)

Table 4: Unduplicated Program Graduates 2022-23

	Graduates	Diploma	Diesel Maint. Certificate	Diesel Tech. Certificate
Diploma	0	N/A	0	0
Diesel Maint. Certificate	0	0	N/A	0
Diesel Tech. Certificate	0	0	0	N/A

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

V. Goal Accomplishment

A. Goal Accomplishment of Graduates: Of the 0 graduating students, 0 responded to the graduate survey.

Upon graduating, 0% (0 graduates) of those responding to the survey stated that they had fully accomplished their goal.

B. 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

C. Goal Accomplishment of Early Leavers in 2022-23: N/A

VI. Successful Placement

N/A (See Table 5.)

Table 5: Job Placement Follow-Up Results

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

	Re- sponses	Related Employ.	Unrelated Employ.	Un- Employ.	More Educ.	Un known	1-yr Follow-up Related Emp.
2022-23	0	0 (0%)	0	0	0	0	
2021-22	0	0 (0%)	0	0	0	0	Unch (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%)

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.
Note: Employment status is calculated using number of responses.

VII. Employer Survey Results

Zero surveys were sent, and zero responses were received. No graduates checked "do not contact" their employer. (See Table 6.)

Table 6: Employer Survey Results–Evaluation of Students in Related Field Only

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

	Responses (0 of 0)
Performance of vocational or technical skills	N/A
Effective communication in speaking, writing, reading and listening	N/A
Demonstrates the needed math skills	N/A
Uses information to analyze problems and make logical decisions	N/A
Demonstrates good work habits	N/A
If the need arises, would you hire a Coastal graduate in the future?	N/A
Overall rate of satisfaction with Coastal graduate employee	N/A

VIII.   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).

IX.   Advisory Committee

The Advisory Committee did not meet during 2022-23 due to the resignation of the Department Head/Instructor in 2022.

X.   Student Opinion Survey

A. Withdrawals from the College: N/A

B. Graduates from the College: N/A (See Table 6.)

Table 6: 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

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

A. Staffing: The Department Head/Instructor resigned during Summer 2022. 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 to meet the demands of CU scheduling.

B. Facilities/Equipment: The program has been on pause since the beginning of Fall 2021 semester. No equipment or supplies have been purchased in FY 2022-2023 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 students will still be required to purchase limited tools to participate in the program.

C. **Employment Demand:**
Nationally, the need for bus and truck mechanics and diesel engine specialists is expected to increase 1% through 2032. In North Carolina, this occupation is expected to increase 11% through 2030. There are 990 annual vacancies expected for this occupation in North Carolina. Table 7 provides annual salary data for bus and truck mechanics and diesel engine specialists.

US source: Bureau of Labor Statistics 2022-2032 employment projections
NC source: Projections Central 2020-2030 long-term projections

Table 7: Bus and Truck Mechanics and Diesel Engine Specialists Annual Salary Data

Average Salary	Minimum Annual/Hour	Median Annual/Hour	High Annual/Hour
National	$37,030/$17.80	$54,360/$26.14	$78,340/$37.66
State	$36,380/$14.49	$50,290/$24.18	$70,670/$33.98
Local	$35,110/$16.88	$46,550/$22.38	$61,460/$29.55
Source: Bureau of Labor Statistics 2022 wage data			

D. **Trends:** The program was paused for the 2022-2023 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.

XII. Operating Budget

Table 8: Operating Budget

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2022-23	0	0	60,557	5,925	395	384
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)

2022-23 – Funds were not utilized due to the program being on pause for 2022-2023.
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.

XIII. 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 CU students to participate.

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/Instructor 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.

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 2021-22 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. **DELETED**
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 AS REVISED**
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. **DELETED**
8. Investigate, in collaboration with Automotive Systems Technology Department Head, an evening program for a Certificate in Automotive Light-Duty Diesel Technology. **CONTINUE**
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). **CONTINUE**
10. Develop a plan to increase Employer Survey results. **CONTINUE**

D. Summary of Improvements and/or Budget Decision Based On Analysis
1. No improvements were made in 2022-2023.

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. Hire a qualified Diesel and Heavy Equipment Technology Department Head/Instructor to lead the program.
6. Investigate, in collaboration with Automotive Systems Technology Department Head, an evening program for a Certificate in Automotive Light-Duty Diesel Technology.
7. 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).
8. 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.

N/A

N/A

2. Graduates of the Diesel and Heavy Equipment Technology program will be employed in the field.
   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.
   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
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 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.

Table 9: 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.   Enrollment

The Early Childhood Education-Career Track annual unduplicated headcount for 2022-23 was 26, a 37% increase from the previous year. The freshman headcount was 19, a 73% increase from the previous year. (See Table 1.)

The Early Childhood Education-Transfer Track annual unduplicated headcount for 2022-23 was 22, a 37% increase from the previous year. The freshman headcount was 14, a 75% increase from the previous year. (See Table 2.)

The diploma annual unduplicated headcount for 2022-23 was 17, a 61% decrease from the previous year. The freshman headcount was 14, a 63% decrease from the previous year. (See Table 4.)

The Early Childhood Education Certificate annual unduplicated headcount for 2022-23 was 12, a 43% decrease from the previous year. The freshman headcount was 10, a 44% decrease from the previous year. (See Table 5.)

The Early Childhood Administration Certificate annual unduplicated headcount for 2022-23 was 8, a 27% decrease from the previous year. The freshman headcount was 7, a 36% decrease from the previous year. (See Table 6.)

Table 1: Early Childhood-Career Track Associate (A55220C)

	Headcount		Grads		FTE			
	FRS	Annual Undup.	No.	%	Fall	Spring	Summer	Total
2022-23	19	26	3	27	4.44	5.00	2.09	11.53
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

Table 2: Early Childhood-Transfer Track Associate (A55220T)

	Headcount		Grads		FTE			
	FRS	Annual Undup.	No.	%	Fall	Spring	Summer	Total
2022-23	14	22	3	38	5.88	5.16	1.66	12.70
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

Table 3: Early Childhood Associate (A55220)

	Headcount		Grads		FTE			
	FRS	Annual Undup.	No.	%	Fall	Spring	Summer	Total
2022-23	0	1	1	100	0.00	1.16	0.00	1.16
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

Table 4: Diploma (D55220)

	Headcount		Grads		FTE			
	FRS	Annual Undup.	No.	%	Fall	Spring	Summer	Total
2022-23	14	17	2	14	4.78	3.06	0.97	8.81
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

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.

Table 5: Early Childhood Education Certificate (C55220)

	Headcount		Grads		FTE			
	FRS	Annual Undup.	No.	%	Fall	Spring	Summer	Total
2022-23	10	12	8	80	1.76	0.22	0.38	2.36
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

Table 6: Early Childhood Administration Certificate (C55220A)

	Headcount		Grads	
	FRS	Annual Undup.	No.	%
2022-23	7	8	5	71
2021-22	11	11	10	91
2020-21	11	12	9	82
2019-20	5	5	3	60
2018-19	1	1	1	100

III.   Program Withdrawal Rate

A. Withdrawals from the College: Of the 30 students (19 associate, 7 diploma, 4 certificate) withdrawing from the College (36% withdrawal rate), none responded to the Leaver survey.

B. Changed Academic Program: Six associate students and four diploma students changed their academic program prior to completion. Six students changed to Associate in Arts, one to Medical Office Administration, one to Health and Fitness Science, one to Associate in Science, and one to Associate in Arts Teacher Preparation.

IV.   Graduation Rate

Early Childhood Education-Career Track graduation rate was 27%, 3 graduates; Early Childhood Education-Transfer Track graduation rate was 38%, 3 graduates; diploma graduation rate was 14%, 2 graduates; certificate graduation rate was 80%, 8 graduates; Early Childhood Administration Certificate graduation rate was 71%, 5 graduates. The graduate unduplicated headcount was 20. (See Table 7.)

Table 7: Unduplicated Program Graduates 2022-23

	Graduates	Associate Degree-Career	Associate Degree-Transfer	Diploma	Early Childhood Cert.	Early Childhood Admin. Cert.
Associate Degree-Career	3	N/A	0	0	0	0
Associate Degree-Transfer	3	0	N/A	0	0	0
Diploma	2	0	0	N/A	1	0
Early Childhood Cert.	8	0	0	1	N/A	1
Early Childhood Admin. Cert.	5	0	0	0	1	N/A

V.   Goal Accomplishment

A. Goal Accomplishment of Graduates: Of the 20 graduating students, 14 responded to the graduate survey. Seven graduates stated that their goal was to obtain a degree/diploma/certificate.

Upon graduating, 50% (4 graduates) of those responding to the survey said that they had fully accomplished their goal; 38% (3 graduates) said that they had partially accomplished their goal.

B. 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

C. Goal Accomplishment of Early Leavers in 2022-23: N/A

VI.   Successful Placement

The total combined related employment and/or enrolled in additional education rate of the graduates responding to the survey is 100%; 12 in related employment and 6 enrolled in additional education. Four 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 2021-22 unduplicated graduates showed no more graduates in related employment or enrolled in additional education for a placement rate of 67%. (See Table 8 through 12.)

Table 8: Job Placement Follow-Up Results (A55220C)

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

	Re-sponses	Related Employ.	Unrelated Employ.	Un-employ.	More Educ.	Un-known	1-yr Follow-up Related Emp.
2022-23	3	3 (100%)	0	0	2	0	
2021-22	4	2 (50%)	0	2	0	0	Unch (50%)
2020-21	1	1 (100%)	0	0	0	0	Unch (100%)

2022-23 – Two graduates enrolled in additional education are also in related employment.

Table 9: Job Placement Follow-Up Results (A55220T)

	Re-sponses	Related Employ.	Unrelated Employ.	Un-employ.	More Educ.	Un-known	1-yr Follow-up Related Emp.
2022-23	3	3 (100%)	0	0	0	0	
2021-22	1	1 (100%)	0	0	1	0	Unch (100%)
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.

Table 10: Job Placement Follow-Up Results (D55220)

	Re-sponses	Related Employ.	Unrelated Employ.	Un-employ.	More Educ.	Un-known	1-yr Follow-up Related Emp.
2022-23	2	1 (50%)	0	1	2	0	
2021-22	3	2 (67%)	0	1	0	0	Unch (67%)
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%)

2022-23 – 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 – One graduate enrolled in additional education is also in related employment.

Table 11: Job Placement Follow-Up Results (C55220)

	Re-sponses	Related Employ.	Unrelated Employ.	Un-employ.	More Educ.	Un-known	1-yr Follow-up Related Emp.
2022-23	5	4 (80%)	0	1	2	0	
2021-22	0	0 (0%)	0	0	0	0	Unch (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%)

2022-23 – 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 – Two graduates enrolled in additional education are also in related employment.
2018-19 – One graduate enrolled in additional education is also in related employment.

Table 12: Job Placement Follow-Up Results (C55220A)

	Re-sponses	Related Employ.	Unrelated Employ.	Un-employ.	More Educ.	Un-known	1-yr Follow-up Related Emp.
2022-23	3	2 (67%)	0	1	1	0	
2021-22	3	2 (67%)	0	1	0	0	Unch (67%)
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%)

2022-23 – One graduate enrolled in additional education is also in related employment.
2019-20 – One graduate enrolled in additional education is also in related employment.
Note: Employment percentages are calculated using number of responses.

VII. Employer Survey Results

Eleven surveys were sent, and seven responses were received. One graduate checked "do not contact" their employer. (See Table 13.)

Table 13: Employer Survey Results–Evaluation of Students in Related Field Only

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

	Responses (7 of 11)
Performance of vocational or technical skills	4.57
Effective communication in speaking, writing, reading and listening	4.50
Demonstrates the needed math skills	4.50
Uses information to analyze problems and make logical decisions	4.43
Demonstrates good work habits	4.86
If the need arises, would you hire a Coastal graduate in the future?	100% Yes
Overall rate of satisfaction with Coastal graduate employee	4.71

VIII.   Certification/Licensure

In March 2022, the College submitted a signed voluntary administrative intent to withdraw from NAEYC Accreditation with 5-year voluntary self-study process.

IX.   Advisory Committee

The Advisory Committee met on July 27, 2023 and minutes are on file. Committee members provided insights on the state of Early Childhood within Onslow County. North Carolina licensed child care programs are in crisis in Onslow County with the shortfall of qualified teachers. Families are being denied space as many classrooms within centers are forced to close. Initiatives are aggressively being discussed in Onslow County to improve matters.

All centers are experiencing an increase in unregulated behaviors of children. New workers find it challenging to work with these behaviors, which is showing in low retention numbers. Directors expressed interest in the new Infant and Child Mental Health Certificate being developed by the state.

Federal COVID-19 mandates for vaccinations have been lifted and students can return to observing without restrictions.

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 centers are facing difficulty in keeping positions filled.

The Director for Admissions and Counseling Services provided an update on new student enrollment. 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 2021-22 were discussed along with enrollment and graduation numbers, program objectives and goals, as well as graduation survey results (student and employers).
David Wilmoth shared the update to the Diploma Program.

Bronwyn Chartier shared the observation requirements for all EDU classes and explained that we are now offering HyFlex classes in addition to our seated, online, hybrid, and partial classes.

NAEYC accreditation voluntarily expired 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.

X.   Student Opinion Survey

A. Withdrawals from the College: N/A

B. Graduates from the Program: The opinion survey reveals that 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. (See Table 14.)

Table 14: Student Opinion Survey Results

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

	Graduates (14 of 20)	**Withdrawals (0 of 30)**
Quality of Instruction in Program Areas	4.57	N/A
Quality of Instruction in Other Courses	4.57	N/A
Overall Quality of Academic Program	4.57	N/A
Teaching Facilities	4.57	N/A
Equipment	4.29	N/A

XI.   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:
Nationally, employment opportunities for preschool teachers, except special education, are expected to increase by 3% through 2032. In North Carolina, this occupation is expected to increase 21% through 2030. There are 2,010 annual vacancies expected for this occupation in North Carolina. Table 15 provides annual salary data for preschool teachers, except special education.

US source: Bureau of Labor Statistics 2022-2032 employment projections
NC source: Projections Central 2020-2030 long-term projections

Table 15: Preschool Teachers, Except Special Education Annual Salary Data

Average Salary	Minimum Annual/Hour	Median Annual/Hour	High Annual/Hour
National	$23,920/$11.50	$35,330/$16.99	$58,580/$28.16
State	$22,290/$10.72	$29,710/$14.28	$44,080/$21.19
Local	$19,140/$9.20	$27,330/$13.14	$36.760/$17.68
Source: Bureau of Labor Statistics 2022 wage data			

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 to meet the requirements of North Carolina's Star Rated License System. Schools and centers have been hiring students for full-time positions before completing our program. The new trend seems to show that students are entering the workforce as full-time employees and taking a part-time status for schooling. This slows down the rate of completion, but, at the same time, services our community.

XII.   Operating Budget

Table 16: Operating Budget:

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2022-23	0	0	189	188	200	277
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

2020-21 – Expenses were higher than budgeted due to decision to pay renewal fee for NAEYC accreditation.

XIII.   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.

Coastal continues to have positive relationships with placement sites utilized for all courses. The department has formed new relationships with additional centers in the community.
 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 and graduation rates continue to be of concern. The Early Childhood Program is now offering HyFlex classes, but technology is not fully functional in the Education Lab.

C. Progress and Response to Objectives Set and Printed in 2021-22 DTA

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. **COMPLETE AND ONGOING**
2. Create an improvement plan to investigate additional retention strategies. **COMPLETE**
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. **COMPLETE**
4. Investigate the potential for HyFlex delivery in Early Childhood Education courses. **COMPLETE**
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. **COMPLETE AND ONGOING**
6. Collaborate with Academic and Counseling services to participate in pre-enrollment activities to improve outcomes. **COMPLETE AND ONGOING**

D. Summary of Improvements and/or Budget Decisions Based On Analysis

1. The Early Childhood Education Department Head developed a binder system to track all students through the program.
2. A spreadsheet was developed to track withdrawals and identify trends.
3. EDU 144 Child Development I was reviewed and new strategies were put in place to increase positive outcomes and decrease withdrawals.
4. All Early Childhood Education courses with observation components are now back in the field.
5. In order to increase flexibility for students, a HyFlex section of EDU 119 Intro to Early Child Educ was scheduled for the Fall 2023 semester.
6. An hour each week of open lab in MS108 for students was established. Students can receive extra assistance and collaborate with peers.
7. Additional evening office hours have been available each month to service students who work during the normal business day.
8. All prospective students receive an information letter from the Department Head about our program. All accepted students then receive a welcome letter with specific details about enrollment.

E. Program Objectives/Action for the Next 1 to 2 Years

1. Expand the number of early education centers for observation to facilitate greater learning opportunities.
2. Increase community partnerships to foster greater awareness of the program and stay abreast of trends.
3. Update the National Association for the Education of Young Children (NAEYC) Developmentally Appropriate Practices (DAP) in all courses from 3rd to 4th edition.
4. Update the 2010 NAEYC Professional Preparation Standards to the 2020 Professional Standards and Competencies in all courses.
5. To illuminate pathways, develop and implement strategies to encourage current students to register for classes and continue in the program.
6. Enhance retention in the program by inviting a Success Coach to speak to students in all seated and online EDU courses in Blackboard.

F. Program/Student Learning Outcomes at Program Completion

1. Graduates of the Early Childhood Education program will be employed in the field.

100%
   a. 50% of the graduates responding to the Graduate/Completer Survey will report employment in the field or pursuing further education.

67%

      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. 4.57
2. 4.50
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; 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.

100%

      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.

Table 17: Associate Capstone Course–EDU 284 Early Childhood Capstone Prac

Grade Distribution				Graduates	
Grade	# of Students	%		# of Students	Term
A	7	87.5%		7 (Associate)	2023SP
B-	1	12.5%		1 (Diploma)	2023SP
	8				
Retention Rate:		100%			

Table 18: Diploma Capstone Course–EDU 184 Early Childhood Intro Pract

Grade Distribution		
Grade	# of Students	%
A	4	57%
B	3	43%
	7	
Retention Rate:		100%

ELECTRICAL SYSTEMS TECHNOLOGY (D35130)

Residential Electrical Systems Certificate (C35130), Commercial Electrical Systems Certificate (C35130A), and 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.   Enrollment

The diploma annual unduplicated headcount for 2022-23 was 17, no change from the previous year. The freshman headcount was 16, a 6% decrease from the previous year. (See Table 1.)

The Residential Electrical Systems Certificate annual unduplicated headcount for 2022-23 was 14, an 8% increase from the previous year. The freshman headcount was 14, an 8% increase from the previous year. (See Table 2.)

The Commercial Electrical Systems Certificate annual unduplicated headcount for 2022-23 was 14, a 17% increase from the previous year. The freshman headcount was 14, a 17% increase from the previous year. (See Table 3.)

The Industrial Electrical Systems Technology Certificate annual unduplicated headcount for 2022-23 was 13, an 8% increase from the previous year. The freshman headcount was 13, an 8% increase from the previous year. (See Table 4.)

Table 1: Diploma (D35130)

	Headcount		Grads		FTE			
	Fall FRS	Annual Undup.	No.	%	Fall	Spring	Summer	Total
2022-23	16	17	15	94	13.53	11.72	7.44	32.69
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

Table 2: Residential Electrical Systems Certificate (C35130)

	Headcount		Grads	
	Fall FRS	Annual Undup.	No.	%
2022-23	14	14	14	100
2021-22	13	13	13	100
2020-21	14	14	14	100
2019-20	12	12	12	100
2018-19	10	10	10	100

Table 3: Commercial Electrical Systems Certificate (C35130A)

	Headcount		Grads	
	Fall FRS	Annual Undup.	No.	%
2022-23	14	14	14	100
2021-22	12	12	12	100
2020-21	13	13	13	100
2019-20	10	10	10	100
2018-19	9	9	9	100

Table 4: Industrial Electrical Systems Technology Certificate (C35130B)

	Headcount		Grads	
	Fall FRS	Annual Undup.	No.	%
2022-23	13	13	13	100
2021-22	12	12	12	100
2020-21	13	13	13	100
2019-20	10	10	10	100
2018-19	9	9	9	100

III. Program Withdrawal Rate

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

B. **Changed Academic Program:** One student changed their program prior to completion to Computer Programming and Development.

IV. Graduation Rate

The diploma graduation rate was 94%, 15 graduates; the Residential Electrical Systems Certificate graduation rate was 100%, 14 graduates; the Commercial Electrical Systems Certificate graduation rate was 100%, 14 graduates; and the Industrial Electrical Systems Technology Certificate graduation rate was 100%, 13 graduates. The graduate unduplicated headcount was 15. (See Table 5.)

Table 5: Unduplicated Program Graduates 2022-23

	Grads	Diploma	Residential Certificate	Commercial Certificate	Industrial Certificate
Diploma	15	N/A	14	14	13
Residential Certificate	14	14	N/A	14	13
Commercial Certificate	14	14	14	N/A	13
Industrial Certificate	13	13	13	13	N/A

Note: The table shows students who graduated with one or more credential.
Thirteen students graduated with the diploma, C35130, C35130A, and C35130B.

V. Goal Accomplishment

A. **Goal Accomplishment of Graduates:** Of the 15 graduating students, 15 responded to the graduate survey. Ten graduates stated that their goal was to obtain a diploma/certificate and five to enhance their job skills for a new line of work.

Upon graduating, 93% (14 graduates) of those responding to the survey said that they had fully accomplished their goal, and 7% (1 graduate) partially accomplished their goal.

B. **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)***:** Five fully accomplished their goal to enhance their job skills for a new line of work.

C. Goal Accomplishment of Early Leavers in 2022-23: N/A

VI. 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 87%, 9 in related field and 6 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 2021-22 graduates showed one more graduate in related employment or enrolled in additional education for a placement rate of 73%. (See Table 6.)

Table 6: Job Placement Follow-Up Results

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

	Re-sponses	Related Employ.	Unrelated Employ.	Un-employ.	More Educ.	Un-known	1-yr Follow-up Related Emp.
2022-23	15	9 (60%)	3	3	6	0	
2021-22	11	7 (64%)	3	1	1	0	1 (73%)
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%)

2022-23 – Two students enrolled in additional education are also in related employment.
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 percentages are calculated by using number of responses.

VII. Employer Survey Results

Five surveys were sent, and two responses were received. Four graduates checked "do not contact" their employer. (See Table 7.)

Table 7: Employer Survey Results–Evaluation of Students in Related Field Only

Excellent   Above Avg.   Average   Below Avg.   Poor

5 - - - - - -   - - - - 4 - - - -   - - - 3 - - -   - - - 2 - - -   - - - 1

	Responses (2 of 5)
Performance of vocational or technical skills	4.00
Effective communication in speaking, writing, reading and listening	4.00
Demonstrates the needed math skills	4.00
Uses information to analyze problems and make logical decisions	3.50
Demonstrates good work habits	4.00
If the need arises, would you hire a Coastal graduate in the future?	100% Yes
Overall rate of satisfaction with Coastal graduate employee	4.00

VIII. 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 (3,000 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.

IX. Advisory Committee

On August 18, 2023 the Department Head sent an email to all Advisory Committee members updating them on the past year's events and future plans. Two members responded.

Student Enrollment: Enrollment continues to be at the maximum capacity of 16 students with a waitlist to get into the program. The Program continues to request additional space to accommodate more students. The students continue to be quickly hired with the majority of them having a job waiting for them after graduation.

Fall Semester: The students completed 9 basic skill exercises and 17 residential wiring exercises, including an "in lab" single family dwelling that consisted of a bedroom, bathroom, kitchen, and living room.

Spring Semester: The students completed 11 commercial projects using EMT and PVC conduit. In motor controls, they learned the basic control components, circuits, and wiring diagrams.

The conduit bending skills have made a tremendous difference in the students' abilities to obtain employment with commercial electrical contractors.

Summer Semester: The students completed seven industrial wiring exercises using rigid and PVC conduit. In the Intro to PLC class, the students completed 18 PLC programming and installation exercises.

In the Advanced Motors/Controls class, they completed 12 sensor exercises and 10 Variable Frequency Drive exercises.

Future Plans: The Department Head will explore the NC3 program certifications, NCCER apprenticeship certifications, and the possibility of the program offering an Associate Degree.

X. Student Opinion Survey

A. **Withdrawals from the College:** N/A

B. **Graduates from the Program:** The opinion survey reveals that Graduates rated Quality of Instruction in Program Areas and Overall Quality of Academic Program excellent; Quality of Instruction in Other Courses, Teaching Facilities, and Equipment above average. (See Table 8.)

Table 8: Student Opinion Survey Results

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

	Graduates (15 of 15)	Withdrawals (0 of 1)
Quality of Instruction in Program Areas	4.86	N/A
Quality of Instruction in Other Courses	4.43	N/A
Overall Quality of Academic Program	4.64	N/A
Teaching Facilities	4.21	N/A
Equipment	4.29	N/A

XI. 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.

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 increase 6% through 2032. In North Carolina, this occupation is expected to increase 17% through 2030. There are 2,740 annual vacancies expected for this occupation in North Carolina. Table 9 provides annual salary data for electricians.

US source: Bureau of Labor Statistics 2022-2032 employment projections
NC source: Projections Central 2020-2030 long-term projections

Table 9: Electricians Annual Salary Data

Average Salary	Minimum Annual/Hour	Median Annual/Hour	High Annual/Hour
National	$37,440/$18.00	$60,240/$28.96	$102,300/$49.18
State	$36,260/$17.43	$49,020/$23.57	$62,690/$30.14
Local	$35,500/$17.07	$46,010/$22.12	$63,440/$30.50
Source: Bureau of Labor Statistics 2022 wage data			

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.

XII. Operating Budget

Table 10: Operating Budget

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2022-23	0	0	31,338	24,486	0	0
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

2022-23 – The funds were not spent due to the cut-off of spending. It was relayed that the funds could only be spent on emergency need items. This was different from past years because all unencumbered funds were held for use later in the year. It was done that way due to our limited space for storing excess materials.
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.

XIII. 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.

Three 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 2021-22 DTA**
   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. **CONTINUE** – Space restrictions are delaying completion.
   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. **CONTINUE** – The conduit training class was not offered locally this year.
   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. **COMPLETE**
   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. **COMPLETE**
   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. **COMPLETE**
   6. Update the Residential electrical panels to the Plug-on Neutral panel type. **COMPLETE**
   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. **CONTINUE** – There is a possibility of partnership with an Electrical Contractor for Apprenticeship program sponsorship.
   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. **COMPLETE AND ONGOING**

D. **Summary of Improvements and/or Budget Decisions Based On Analysis**
   1. Developed and incorporated a cable pulling lab into the program.
   2. Completed a display for Variable Frequency controller to demonstrate different methods of controlling motor speed. It is used for demonstrations to the students and the public.
   3. The existing residential generator/transfer switch is now a functional display. A working display has the ability to demonstrate the functions of the transfer switch during a power failure.
   4. The residential electrical panels have been updated to the Plug-on Neutral panel type.
   5. Department Head has implemented steps to help students identify their employment pathway, including any specialized areas. This includes assisting the students in their evaluation of progress towards goal completion.

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. 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.

4. Design and construct a working pneumatic industrial process display that can be used by the students as a lab exercise during the Summer Semester classes, ELC 128 Intro to PLC and ELC 130 Advanced Motors/Controls. This display/trainer will enhance the students' learning by providing them with an opportunity to apply their skills to control pneumatic processes using PLC and electrical sensor technology.

5. Develop an electrical motor installation lab exercise for the ELC 114 Commercial Wiring and ELC 117 Motors and Controls classes. This exercise would reinforce conduit bending and motor control skills by having the students install an actual motor, motor starter, and control station in the wiring labs. While our mobile trainers are invaluable in training the students on all aspects of motor control circuits, this exercise will give them real hands-on experience in the installation of an electric motor. Most required materials are on hand, but some items will have to be purchased.

6. Coordinate with Student Services to help high school students, who are interested in the Electrical trade, follow the Electrical Trades Career Pathway from high school to the Electrical Systems Technology Program in order to increase student retention.

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.

95%

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.

87%

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.

73%

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. 4.00
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 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.

Table 11: Capstone Courses–ELC 115 Industrial Wiring

Grade Distribution			Graduates	
Grade	**# of Students**	**%**	**# of Students**	**Term**
A	7	50.0%	14	2023SU
A-	3	21.4%		
B+	2	14.3%		
B	1	7.1%		
B-	1	7.1%		
	14			
Retention Rate:		100%		

Table 12: Capstone Courses–ELC 119 NEC Calculations

Grade Distribution			Graduates	
Grade	**# of Students**	**%**	**# of Students**	**Term**
A	1	7.1%	14	2023SP
A-	1	7.1%		
B+	2	14.3%		
B	2	14.3%		
B-	1	7.1%		
C+	2	14.3%		
C	2	14.3%		
C-	2	14.3%		
D	1	7.1%		
	14			
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. Enrollment

The associate annual unduplicated headcount for 2022-23 was 31, a 9% decrease from the previous year. The Fall freshmen headcount was 15, a 17% decrease from the previous year. (See Table 1.)

The diploma annual unduplicated headcount for 2022-23 was 11, a 21% decrease from the previous year. The Fall freshmen headcount was 11, a 21% decrease from the previous year. (See Table 2.)

The Basic Electronics Certificate annual unduplicated headcount for 2022-23 was 0, a 100% decrease from the previous year. The Fall freshmen headcount was 0, a 100% decrease from the previous year. (See Table 3.)

The Advanced Electronics Applications Certificate annual unduplicated headcount for 2022-23 was 1, a 92% decrease from the previous year. The Fall freshmen headcount was 1, a 92% decrease from the previous year. (See Table 4.)

The Computer Technology Certificate annual unduplicated headcount for 2022-23 was 12, a 14% decrease from the previous year. The Fall freshmen headcount was 12, a 14% decrease from the previous year. (See Table 5.)

Table 1: Electronics Engineering Technology (A40200)

	Headcount		Grads		FTE			
	Fall FRS	Annual Undup.	No.	%	Fall	Spring	Summer	Total
2022-23	15	31	13	72	20.31	16.16	5.06	41.53
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

Table 2: Diploma (D40200)

	Headcount		Grads	
	Fall FRS	Annual Undup.	No.	%
2022-23	11	11	11	100
2021-22	14	14	14	100
2020-21	13	13	11	85
2019-20	3	3	3	100
2018-19	3	3	3	100

Table 3: Basic Electronics Certificate (C40200)

	Headcount		Grads	
	Fall FRS	Annual Undup.	No.	%
2022-23	0	0	0	0
2021-22	14	14	14	100
2020-21	16	16	16	100
2019-20	4	4	4	100
2018-19	4	4	4	100

Table 4: Advanced Electronics Applications Certificate (C40200A)

	Headcount		Grads	
	Fall FRS	Annual Undup.	No.	%
2022-23	1	1	1	100
2021-22	13	13	13	100
2020-21	16	16	16	100
2019-20	4	4	4	100
2018-19	4	4	4	100

Table 5: Computer Technology Certificate (C40200C)

	Headcount		Grads	
	Fall FRS	Annual Undup.	No.	%
2022-23	12	12	12	100
2021-22	14	14	14	100
2020-21	2	2	2	100
2019-20	3	3	3	100
2018-19	9	9	9	100

III.   Program Withdrawal Rate

A. Withdrawals from the College: Of the four associate students withdrawing from the College (13% withdrawal rate), none responded to the Leaver survey.

B. Changed Academic Program: Four students changed their academic program prior to completion. One changed to Associate in Arts, two to Associate in Science, and one to Associate in Fine Arts Music.

IV.   Graduation Rate

The associate graduation rate was 72%, 13 graduates. The diploma graduation rate was 100%, 11 graduates. The Basic Electronics Certificate graduation rate was 0%, 0 graduates. The Advanced Electronics Applications Certificate graduation rate was 100%, 1 graduate. The Computer Technology Certificate graduation rate was 100%, 12 graduates. The graduate unduplicated headcount was 22. (See Table 6.)

Table 6: Unduplicated Program Graduates 2022-23

	Grads	Associate	Diploma	Basic Cert.	Adv. Cert.	Comp. Tech. Cert.
Associate	13	N/A	1	0	1	12
Diploma	11	1	N/A	0	1	1
Basic Cert.	0	0	0	N/A	0	0
Adv. Cert.	1	1	1	0	N/A	1
Comp. Tech. Cert.	12	12	1	0	1	N/A

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

V.   Goal Accomplishment

A. Goal Accomplishment of Graduates: Of the 22 graduating students, 12 responded to the graduate survey. Ten graduates stated that their goal was to obtain a degree/diploma/certificate, one to enhance their job skills for a new line of work, and one to take courses to transfer to another college.

Upon graduating, 100% (12 graduates) of those responding to the survey said that they had fully accomplished their goal.

B. 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 their goal to enhance their job skills for a new line of work and one fully accomplished their goal to take courses to transfer to another college.

C. Goal Accomplishment of Early Leavers in 2022-23: N/A

VI.   Successful Placement

The related employment and/or enrolled in additional education rate of the graduates responding to the survey is 17%, 0 in related employment and 2 enrolled in additional education. The one-year follow-up (Alumni Survey-Job Link) of 2021-22 graduates showed no more graduates in related employment or enrolled in additional education for a placement rate of 70%. (See Table 7.)

Table 7: Job Placement Follow-Up Results
Graduation Rate/Successful Placement Scale (Internal Benchmark)
Unsatisfactory   Satisfactory
0-49%.......................................50-100%

	Re sponses	Related Employ.	Unrelated Employ.	Un employ.	More Educ.	Un- known	1-yr Follow-up Related Emp.
2022-23	12	0 (0%)	5	7	2	0	
2021-22	10	1 (10%)	4	3	6	2	Unch (10%)
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%)

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.

VII.   Employer Survey Results

Zero surveys were sent, and zero responses were received. No graduates checked "do not contact" their employer. (See Table 8.)

Table 8: Employer Survey Results–Evaluation of Students in Related Field Only
Excellent   Above Avg.   Average   Below Avg.   Poor
5 - - - - - -   - - - - 4 - - - -   - - - 3 - - -   - - - 2 - - -   - - - 1

	Responses (0 of 0)
Performance of vocational or technical skills	N/A
Effective communication in speaking, writing, reading and listening	N/A
Demonstrates the needed math skills	N/A
Uses information to analyze problems and make logical decisions	N/A
Demonstrates good work habits	N/A
If the need arises, would you hire a Coastal graduate in the future?	N/A
Overall rate of satisfaction with Coastal graduate employee	N/A

VIII.   Certification/Licensure

Associate Certified Electronics Technician (CETa), A+ Certification. (See Table 9.)

Table 9: Certification/Licensure

	No. Tested	No. Passing	No. Failed	% Passing
2022-23	9	9	0	100
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

2019-20 – Students did not test due to COVID-19.

IX.   Advisory Committee

The Advisory Committee met January 2023. A copy of the current program numbers and program/course updates were sent to committee members. The Advisory Committee discussed further programmatic changes within the curriculum and made suggestions. The members replied with suggestions and comments.

X.   Student Opinion Survey

A. Withdrawals from the College: N/A

B. Graduates from the Program: The opinion survey reveals that Graduates rated Quality of Instruction in Program Areas, Overall Quality of Academic Program, Teaching Facilities, and Equipment excellent; Quality of Instruction in Other Courses above average. (See Table 10.)

Table 10: Student Opinion Survey Results

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

	Graduates (12 of 22)	Withdrawals (0 of 4)
Quality of Instruction in Program Areas	5.00	N/A
Quality of Instruction in Other Courses	4.33	N/A
Overall Quality of Academic Program	4.75	N/A
Teaching Facilities	4.83	N/A
Equipment	4.58	N/A

XI.   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.

C. Employment Demand:

Nationally, the need for electrical and electronics engineering technologists and technicians is expected in increase 1% through 2032. In North Carolina, this occupation is expected to increase 7% through 2030. There are 220 annual vacancies expected for this occupation in North Carolina. Table 11 provides annual salary data for electrical and electronics engineering technologists and technicians.

US source: Bureau of Labor Statistics 2022-2032 employment projections
NC source: Projections Central 2020-2030 long-term projections

Table 11: Electrical and Electronics Engineering Technologists and Technicians Annual Salary Data

Average Salary	Minimum Annual/Hour	Median Annual/Hour	High Annual/Hour
National	$43,930/$21.12	$66,390/$31.92	$101,480/$48.79
State	$40,580/$19.51	$63,840/$30.69	$96,130/$46.22
Local	No Local Data	No Local Data	No Local Data
Source: Bureau of Labor Statistics 2022 wage data			

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.

XII. Operating Budget

Table 12: Operating Budget

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2022-23	0	0	32,663	26,182	5,000	3,954
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

2022-23 – The funds were not spent due to the cut-off of spending. It was relayed that the funds could only be spent on emergency need items. This was different from past years because all unencumbered funds were held for use later in the year. It was done that way due to our limited space for storing excess materials.
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.

XIII. 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 2021-22 DTA
1. Incorporate instrumentation and calibration training into curriculum. **COMPLETE AND ONGOING**
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. **COMPLETE AND ONGOING**

3. Continue to orient the current program towards mechatronics and industrial robotics to meet emerging job markets. **COMPLETE AND ONGOING**
4. Purchase additional robotics and automation training equipment to support student learning outcomes. **COMPLETE AND ONGOING**
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. **COMPLETE AND ONGOING**

D. Summary of Improvements and/or Budget Decisions Based on Analysis
1. Continue to look into adding an instrumentation and calibration course into the curriculum.
2. PLC trainers were built for ELN 260 Prog Logic Controls to enhance practical applications of PLC programming.
3. Two industrial robots were purchased for use in automation related courses. These are the newest version of robotic arms offered.
4. Instrumentation was incorporated into ELN 132 as a section of the course utilizing operation amplifier calibration and instrumentation amplifier circuits. Further investigation into the application of a possible dedicated course for this subject is underway.
5. A hydraulics and pneumatics course are required for mechatronics engineering technology along with a sensors and transducers course. These are both subjects that can easily be incorporated. Hydraulics and pneumatics training equipment is needed. Sensor and transducer equipment could be added by expanding existing training equipment.
6. ELN 231 Industrial Controls will be implemented to the current ELN program, which will help students get a deeper understanding of automation and mechanical concepts to then apply in courses taken afterwards.
7. Robotic arms and mechatronics process equipment has been purchased. This equipment is used in ATR 112, ELN 260, and ELN 232 to help tie subject matter together by applying concepts on a larger scale.
8. The program has an agreement with ECU. The program faculty would like to attend UNC-Charlotte's next articulation agreement conference in order to discuss the requirements for entering into an agreement, as the program already aligns with UNCC transfer requirements. Having an additional articulation agreement would greatly help advertisement of the program by offering potential students more opportunities to pursue higher education.

E. Program Objectives/Action for the Next 1 to 2 Years
1. Continue to add to the robotic arms that were purchased and expand robotics curriculum.
2. Continue to incorporate automation controls and motor concepts into the curriculum.
3. Coordinate with Student Services and the Admissions Office to help incoming students "Chart the Course" during their onboarding process in an effort to increase student retention.
4. Coordinate with additional universities to explore articulation agreements for additional pathways for students.
5. Investigate alternative spaces for the program.
6. Investigate the viability of starting a Mechatronics Engineering Technology program.

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.

17%   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.

70%   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
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 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.

Table 13: Diploma Capstone Course–ELN 133A Digital Electronics Lab

Grade Distribution				Graduates	
Grade	# of Students	%		# of Students	Term
A	8	73%		10	2023SU
A-	2	18%			
B	1	9%			
	11				
Retention Rate:		100%			

Table 14: Associate Capstone Course–CET 211 Computer Upgrade/Repair II

Grade Distribution				Graduates	
Grade	# of Students	%		# of Students	Term
A	4	36.4%		0	2023SP
A-	1	9.1%			
B	1	9.1%			
B-	1	9.1%			
C+	2	18.2%			
C	1	9.1%			
D+	1	9.1%			
	11				
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.   Enrollment

The associate degree annual unduplicated headcount for 2022-23 was 17, no change from the previous year. The associate degree freshmen headcount was 9, no change from the previous year. (See Table 1.)

The diploma annual unduplicated headcount for 2022-23 was 4, a 100% increase from the previous year. The diploma freshmen headcount was 4, a 100% increase from the previous year. (See Table 2.)

The Administration annual unduplicated headcount for 2022-23 was 0, no change from the previous year. The freshmen headcount was 0, no change from the previous year. (See Table 3.)

The Mitigation and Preparedness annual unduplicated headcount for 2022-23 was 5, a 100% increase from the previous year. The freshmen headcount was 5, a 100% increase from the previous year. (See Table 4.)

The Response and Recovery annual unduplicated headcount for 2022-23 was 2, a 33% decrease from the previous year. The freshmen headcount was 2, a 33% decrease from the previous year. (See Table 5.)

Table 1: Emergency Management (A55460)

	Headcount		Grads		FTE			
	FRS	Ann'l Undup.	No.	%	Fall	Spring	Summer	Total
2022-23	9	17	3	33	3.56	2.47	1.97	8.00
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

Table 2: Diploma (D55460)

	Headcount		Grads	
	FRS	Ann'l Undup.	No.	%
2022-23	4	4	4	100
2021-22	0	0	0	0
2020-21	3	3	3	100
2019-20	4	4	4	100
2018-19	2	2	1	50

Table 3: Administration Certificate (C55460A)

	Headcount		Grads	
	FRS	Ann'l Undup.	No.	%
2022-23	0	0	0	0
2021-22	0	0	0	0
2020-21	2	2	2	100
2019-20	3	3	3	100
2018-19	3	3	3	100

Table 4: Mitigation and Preparedness Certificate (C55460M)

	Headcount		Grads	
	FRS	Ann'l Undup.	No.	%
2022-23	5	5	5	100
2021-22	1	1	1	100
2020-21	2	2	2	100
2019-20	7	7	7	100
2018-19	4	4	4	100

Table 5: Response and Recovery Certificate (C55460R)

	Headcount		Grads	
	FRS	Ann'l Undup.	No.	%
2022-23	2	2	2	100
2021-22	3	3	3	100
2020-21	2	2	2	100
2019-20	6	6	6	100
2018-19	3	3	3	100

III. Program Withdrawal Rate

   A. **Withdrawals from the College:** Of the 7 associate students withdrawing from the College (41% withdrawal rate), none responded to the Leaver survey.

   B. **Changed Academic Program:** One student changed their academic program prior to completion to Fire Protection Technology.

IV. Graduation Rate

The associate graduation rate was 33%, 3 graduates; diploma was 100%, 4 graduates; certificates was 100%, 5 graduates. The graduate unduplicated headcount was 7. (See Table 6.)

Table 6: Unduplicated Program Graduates 2022-23

	Grads	Associate	Diploma	C55460A	C55460M	C55460R
Associate	3	N/A	2	0	2	1
Diploma	4	2	N/A	0	3	1
C55460A	0	0	0	N/A	0	0
C55460M	5	2	3	0	N/A	2
C55460R	2	1	1	0	2	N/A

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

V. Goal Accomplishment

   A. **Goal Accomplishment of Graduates:** Of the 7 graduating students, 2 responded to the graduate survey. All graduates stated that their goal was to obtain a degree/diploma/certificate.

Upon graduating, 100% (2 graduates) of those responding to the survey said that they had fully accomplished their goal.

B. 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

C. Goal Accomplishment of Early Leavers in 2022-23: N/A

VI. 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 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 2021-22 graduates showed no more graduates in related employment or enrolled in additional education for a placement rate of 0%. (See Table 7.)

Table 7: Job Placement Follow-Up Results
Graduation Rate/Successful Placement Scale (Internal Benchmark)
Unsatisfactory   Satisfactory
0-49%....................................50-100%

	Re-sponses	Related Employ.	Unrelated Employ.	Un-employ.	More Educ.	Un-known	1-yr Follow-up Related Emp.
2022-23	2	1 (50%)	1	0	1	0	
2021-22	0	0 (0%)	0	0	0	0	Unch (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%)

2022-23 – One graduate enrolled in additional education is also in related employment.
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.
Note: Employment status percentages are calculated using number of responses.

VII. Employer Survey Results

One survey was sent, and zero responses were received. No graduates checked "do not contact" their employer. (See Table 8.)

Table 8: Employer Survey Results–Evaluation of Students in Related Field Only
Excellent   Above Avg.   Average   Below Avg.   Poor
5 - - - - - -   - - - - 4 - - - -   - - - 3 - - -   - - - 2 - - -   - - - 1

	Responses (0 of 1)
Performance of vocational or technical skills	N/A
Effective communication in speaking, writing, reading and listening	N/A
Demonstrates the needed math skills	N/A
Uses information to analyze problems and make logical decisions	N/A
Demonstrates good work habits	N/A
If the need arises, would you hire a Coastal graduate in the future?	N/A
Overall rate of satisfaction with Coastal graduate employee	N/A

VIII. Certification/Licensure

Not applicable

IX.   Advisory Committee

This Committee serves both the Fire Protection Technology and Emergency Management programs. The Committee met in February 2023. 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 June 2024.

X.   Student Opinion Survey

A.   Withdrawals from the College: N/A

B.   Graduates from the Program: The opinion survey reveals that 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 Table 9.)

Table 9: Student Opinion Survey Results

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

	Graduates (2 of 7)	Withdrawals (0 of 7)
Quality of Instruction in Program Areas	4.00	N/A
Quality of Instruction in Other Courses	3.50	N/A
Overall Quality of Academic Program	4.00	N/A
Teaching Facilities	3.50	N/A
Equipment	4.00	N/A

XI.   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 one SACSCOC-qualified full-time faculty member 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:

Nationally, the need for first-line supervisors of firefighting and prevention workers is expected to increase 4% through 2032. In North Carolina, this occupation is expected to increase 13% through 2030. There are 210 annual vacancies expected for this occupation in North Carolina. Table 10 provides annual salary data for first-line supervisors of firefighting and prevention workers

US source: Bureau of Labor Statistics 2022-2032 employment projections
NC source: Projections Central 2020-2030 long-term projections

Table 10: First-Line Supervisors of Firefighting and Prevention Workers Annual Salary Data

Average Salary	Minimum Annual/Hour	Median Annual/Hour	High Annual/Hour
National	$46,170/$22.20	$80,150/$38.53	$128,810/$61.93
State	$36,290/$17.45	$58,400/$28.08	$101,210/$48.66
Local	$36,360/$17.48	$58,150/$27.96	$75,030/$36.07
Source: Bureau of Labor Statistics 2022 wage data			

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, which remains the same from the last year, with most offering it in the online format. The Public Safety Administration program has been approved at 23 community colleges, also remaining the same 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.

XII. Operating Budget

Separate accounts are not maintained for Emergency Management and Fire Protection Technology; the amounts listed here are the same for both programs. (See Table 11.)

Table 11: Operating Budget

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2022-23	0	0	275	0	1,120	1,120
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

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.

XIII. 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.

Since Fall 2021, Coastal offers 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 allows 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 2021-22 DTA**
   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. **COMPLETE AND ONGOING**
   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. **CONTINUE** – Update the online courses in the program to meet Quality Matters (QM) rubric standards.
   3. Submit prior program non-completers to the National Student Clearinghouse and follow-up as indicated. **COMPLETE AND ONGOING**
   4. Investigate the potential to offer the Public Safety Administration AAS degree. **CONTINUE** – Evaluated the Public Safety Administration programs at other NCCCS institutions in process of evaluating the Curriculum Standard concentrations to draft a comprehensive program of study.
   5. Continue to try and improve attendance numbers through local department recruiting. **COMPLETE AND ONGOING**
   6. Utilize the NCCCS Data Dashboards to analyze enrollment trends related to Emergency Management Program and Public Safety Administration. **COMPLETE AND ONGOING**
   7. Re-evaluate the capstone courses to ensure that they are effectively assessing end-of-program learning outcomes. **COMPLETE AND ONGOING**

D. **Summary of Improvements and/or Budget Decision Based on Analysis**
   1. Information has been provided to local high schools in order to increase interest in the program.
   2. Briefing days are now scheduled with local fire departments to come in and brief the program for use in their promotion process.
   3. Worked with the Office of Institutional Effectiveness and Student Success to submit non-completers to the Clearinghouse and followed up with emails to students.
   4. The Department Head analyzed the Data Dashboard for enrollment trends related to Emergency Management and Public Safety Administration.
   5. Continuously re-evaluate capstone courses based on NCCCS availability of credit for prior learning course credits to maintain classes that are required to be taken and are not substitutable.
   6. Continue to improve attendance numbers through local department recruiting.

E. **Program Objectives/Actions for the Next 1 to 2 Years**
   1. 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.
   2. Investigate the potential to offer the Public Safety Administration AAS degree.
   3. Investigate strategies to encourage graduates to inform the department head of employment status to increase the placement rate.
   4. Investigate strategies to increase the employment status of alumni.

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.

100%   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.

50%

0%

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.
   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.
   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.

Table 12: Capstone Course–EPT 130 Mitigation and Preparedness

Grade Distribution			Graduates	
Grade	# of Students	%	# of Students	Term
Retention Rate:				

EPT 130 was not offered in Fall 2022

Table 13: Capstone Course–EPT 150 Incident Management

Grade Distribution		
Grade	# of Students	%
A	1	33.33%
B	1	33.33%
C+	1	33.33%
	3	
Retention Rate:		100%

Table 14: Capstone Course–EPT 210 Response and Recovery

Grade Distribution		
Grade	# of Students	%
A	2	50.0%
A-	2	50.0%
	4	
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. Enrollment

The annual unduplicated headcount for 2022-23 was 19, a 27% increase from the previous year. The freshman headcount was 11, a 22% increase from the previous year.

The annual unduplicated headcount for EMS-Bridging was 1, no change from the previous year. The EMS-Bridging freshman headcount was 0, a 100% decrease from the previous year. (See Tables 1 through 2.)

Table 1: EMS (A45340)

	Headcount		Grads		FTE			
	FRS	Annual Undup.	No.	%	Fall	Spring	Summer	Total
2022-23	11	19	7	78	13.72	12.78	5.13	31.63
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

Table 2: EMS-Bridging (A45340B)

	Headcount		Grads	
	FRS	Annual Undup.	No.	%
2022-23	0	1	1	100
2021-22	1	1	0	0
2020-21	0	0	0	0
2019-20	0	0	0	0
2018-19	0	0	0	0

III. Program Withdrawal Rate

A. **Withdrawals from the College:** Of the 3 students withdrawing from the College (16% withdrawal rate), none responded to the Leaver survey.

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

IV. Graduation Rate

The associate graduation rate was 78%, 7 graduates; the Bridging graduation rate was 100%, 1 graduate. The graduate unduplicated headcount is 8. (See Table 1.)

V. Goal Accomplishment

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

Of the 8 graduating students, 8 responded to the graduate survey. All graduates stated that their goal was to obtain a degree.

Upon graduating, 100% (8 graduates) responding to the survey said that they had fully accomplished their goal.

B. 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

C. Goal Accomplishment of Early Leavers in 2022-23: N/A

VI. 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 88%, 7 in related employment and 3 enrolled in additional education. Three 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 2021-22 graduates showed no more graduates in related employment or enrolled in additional education, for a placement rate of 50%. (See Table 3.)

Table 3: Job Placement Follow-Up Results

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

	Re-sponses	Related Employ.	Unrelated Employ.	Un-employ.	More Educ.	Un-known	1-yr Follow-up Related Emp.
2022-23	8	7 (88%)	1	0	3	0	
2021-22	4	2 (50%)	1	1	0	0	Unch (50%)
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%)

2022-23 – Three students enrolled in additional education are also in related employment.
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.
Note: Employment status percentages are calculated using number of responses.

VII. Employer Survey Results

Three surveys were sent, and two responses were received. One graduate checked "do not contact" their employer. (See Table 4.)

Table 4: Employer Survey Results–Evaluation of Students in Related Field Only

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

	Responses (2 of 3)
Performance of vocational or technical skills	4.00
Effective communication in speaking, writing, reading and listening	4.50
Demonstrates the needed math skills	3.50
Uses information to analyze problems and make logical decisions	3.50
Demonstrates good work habits	5.00
If the need arises, would you hire a Coastal graduate in the future?	100% Yes
Overall rate of satisfaction with Coastal graduate employee	4.50

VIII. Certification/Licensure

Out of 8 graduates, 7 attempted the North Carolina State Paramedic exam and 7 passed on their first attempt. The one student in the Bridging Program already successfully obtained their paramedic certification. No students attempted the National Registry Exam. This makes an 100% overall first time pass rate. (See Table 5.)

Table 5: Certification/Licensure Results

NCOEMS	No. Tested	No. 1st Time Passing	No. Failed	% 1st Time Passing	Retake Pass	Overall % Pass
2022-23	7	7	0	100	0	100
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

NREMT	No. Tested	No. 1st Time Passing	No. Failed	% 1st Time Passing	Retake Pass	Overall % Pass
2022-23	0	0	0	0	0	0
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

IX. 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 NCOEMS. In our exploration of additional field clinical sites, Duplin County has been added as an option for our students.

X. Student Opinion Survey

A. Withdrawals from the College: N/A

B. Graduates from the Program: 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 Table 6.)

Table 6: Student Opinion Survey Results

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

	Graduates (8 of 8)	Withdrawals (0 of 3)
Quality of Instruction in Program Areas	4.38	N/A
Quality of Instruction in Other Courses	4.13	N/A
Overall Quality of Academic Program	4.25	N/A
Teaching Facilities	4.38	N/A
Equipment	4.00	N/A

XI. 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 4 adjunct instructors.

B. Facilities/Equipment:

Labs: Labs meet the needs of the students.

Classroom Space: The Math and Science Technology Building houses the EMS combined lab and classroom. In an effort to decrease the potential for damaging our high-fidelity manikins, a dedicated lecture space would be beneficial.

Equipment: 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 will be replaced as the budget allows. A cardiac monitor simulator was purchased and received for the purpose of demonstrating devices by multiple manufacturers to prepare students to use various devices depending where they are employed.

C. **Employment Demand:** Nationally, employment opportunities for paramedics are expected to increase by 7% through 2032. In North Carolina, this occupation is expected to increase 12% through 2030. There are 840 annual vacancies expected for this occupation in North Carolina. Table 7 provides annual salary data for paramedics.

US source: Bureau of Labor Statistics 2022-2032 employment projections
NC source: Projections Central 2020-2030 long-term projections

Table 7: Paramedics Annual Salary Data

Average Salary	Minimum Annual/Hour	Median Annual/Hour	High Annual/Hour
National	$36,490/$17.54	$49,090/$23.60	$76,630/$23.60
State	$36,760/$17.67	$44,180/$23.60	$53,620/$36.84
Local	No Local Data	No Local Data	No Local Data
Source: Bureau of Labor Statistics 2022 wage data			

D. **Trends:** 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). Effective January 1, 2023, the NCOEMS requires all paramedic programs to be accredited. The EMS-Bridging Program is entirely online to provide a pathway for currently credentialed paramedics to complete an associate degree while still being employed as a paramedic. In our service area, as well as the state, there is a shortage of paramedics and thus there is a need to graduate more students from our program. In addition, there have been discussions from NCOEMS about requiring an associate degree for all new paramedics and local agencies are requiring a minimum of an associate degree for promotions.

XII. Operating Budget

Table 8: Operating Budget

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2022-23	59,657	57,911	47,487	42,631	2,800	1,641
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)

2022-23 – A manikin and cardiac monitor were purchased.
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.

XIII.   Quality Review Summary

A. **Strengths:** Strong support continues from Onslow County EMS. The hospital clinical has been limited due to a decrease in access during the COVID-19-related situation; however, the state allowed students to receive clinical hours in the classroom through December 31, 2022. Although enrollment is low, support for the EMS-Bridging program continues from Onslow County and the surrounding counties. We currently have three field clinical sites – Onslow EMS, Pender EMS, and Duplin EMS – which are sufficient for our enrollment. Coastal obtained reaccreditation in Spring 2023, with no violations. Currently, the high fidelity manikins are utilized in the program almost daily. All students who were eligible to take the North Carolina Paramedic exam passed on the first attempt. 78% of students entering the program successfully completed and graduated, meeting the 70% or higher benchmark for accreditation.

B. **Weaknesses:** Enrollment continues to be low. 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. The EMS Program needs a Clinical Coordinator.

C. **Progress and Response to Objectives Set and Printed in 2021-22 DTA**
   1. Upon approval, implementation of the new course schedule will take two full academic years. **COMPLETE**
   2. Obtain continued accreditation with CAAHEP following the site visit process. **COMPLETE**
   3. Renew our Advanced Level Education Institution with NCOEMS. **COMPLETE**
   4. Continue to explore recruiting opportunities as pandemic precautions allow. **CONTINUE AS REVISED** – This item was revised to include coordination with Student Services in hope to have both Student Services staff and faculty work together to recruit in local high schools.
   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. **COMPLETE AND ONGOING**
   6. To improve collaboration and coordination between field sites, re-hire a Full-Time Clinical Coordinator/EMS Instructor. **CONTINUE** – In the 2022-23 academic year, the Full-Time Clinical Coordinator/EMS Instructor had not been filled. (It was filled 7/5/23 by Christine Harper). It is highly recommended by CoAEMSP and the State office as clinical requirements are required for all EMS related programs. During our accreditation site visit it the one recommendation given to our institution was having a specific person ensure adequate and consistent documentation and records retention.
   7. Investigate strategies to increase employment in the field and increase return on Employer surveys. **CONTINUE AS REVISED** – Due to low employer survey return rates, this item was revised to include the Office of Institutional Effectiveness to coordinate a more streamlined approach to gathering these results.
   8. Investigate any modifications essential for the simulation lab. **COMPLETE**

D. **Summary of Improvements and/or Budget Decisions Based On Analysis**
   1. EMS 250 was approved to move to the fall semester for second-year students, and EMS 260 was approved to move to the summer semester for first-year students. These modifications improved the program's pacing, allowing for more complex material to be covered during a 16-week semester as opposed to a 10-week semester, in an effort to enhance student success.
   2. The Spring 2023 site visit team found no discrepancies or violations; the Paramedic Program was reaccredited through 2028.
   3. The Division Chair for Nursing and Allied Health worked with Student Services to determine how to develop a certificate program for EMS students after the completion of their first semester.
   4. A cardiac monitor simulation pack was purchased to diversify students' awareness of the different types of cardiac monitors. In addition, the simulation lab was re-organized and equipment and supplies were surplused or eliminated as needed.

E. **Program Objectives/Action for the Next 1 to 2 Years**
   1. In an effort to improve enrollment, work with Student Services to increase Paramedic Program awareness by participating in outreach events.

2. To improve collaboration and coordination between field sites, re-hire a Full-Time Clinical Coordinator/EMS Instructor.
3. Work with the Office of Institutional Effectiveness and Student Success to determine strategies to improve the return rate of employer surveys.
4. Identify additional lecture space to eliminate need of constantly moving high-cost and fragile manikins and equipment and to provide the students a lecture space more conducive to learning.
5. Develop a more structured orientation to clearly outline the expectations of the EMS program.
6. Determine the feasibility of using the old ambulance and make necessary repairs to the new ambulance.
7. In an effort to help students "Navigate the Course," develop a clear and transparent two-way communication plan so that students and faculty are aware of who to contact depending on their need.
8. Collaborate with Student Services staff to determine if credit for prior learning can be awarded for EMS 110 for students entering the EMS Program who hold a current EMT credential.

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.

100%
   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.

88%
   a. 70% of the graduates responding to the Graduate/Completer Survey will report employment in the field or continuing their education.

50%
   b. 90% of the previous year graduates responding to the Alumni Survey administered one year after graduation will report employment in the field or continuing their education.

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

1. 4.00
2. 4.50
3. 3.50
   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; 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.

Table 9: Capstone Course–EMS 285 EMS Capstone

Grade Distribution				Graduates	
Grade	# of Students	%		# of Students	Term
A-	4	57%		7	2023SP
B+	2	29%			
B	1	14%			
	7				
Retention Rate:		100%			

FIRE PROTECTION TECHNOLOGY (A55240)

Fire Protection Technology Diploma (D55240), Fire Investigator Level Certificate (C55240A), Incident Command Level Certificate (C55240B), Fire Supervisor Certificate (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.   Enrollment

The associate degree annual unduplicated headcount for 2022-23 was 28, a 40% increase from the previous year. The associate degree freshmen headcount was 20, a 100% increase from the previous year. (See Table 1.)

The diploma annual unduplicated headcount for 2022-23 was 2, a 60% decrease from the previous year. The diploma freshmen headcount was 1, a 75% decrease change from the previous year. (See Table 2.)

The Fire Investigator Level annual unduplicated headcount for 2022-23 was 1, a 83% decrease from the previous year. The freshmen headcount was 1, a 83% decrease from the previous year. (See Table 3.)

The Incident Command Level annual unduplicated headcount for 2022-23 was 1, a 67% decrease from the previous year. The freshmen headcount was 1, a 67% decrease from the previous year. (See Table 4.)

The Fire Supervisor annual unduplicated headcount for 2022-23 was 4, a 33% increase from the previous year. The freshmen headcount was 3, a 50% increase from the previous year. (See Table 5.)

Table 1: Fire Protection Technology (A55240)

	Headcount		Grads		FTE			
	FRS	Annual Undup.	No.	%	Fall	Spring	Summer	Total
2022-23	20	28	7	100	3.56	3.69	2.13	9.38
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

Table 2: Diploma (D55240)

	Headcount		Grads		FTE			
	FRS	Annual Undup.	No.	%	Fall	Spring	Summer	Total
2022-23	1	2	2	100	0.09	0.00	0.00	0.09
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

Table 3: Fire Investigator Level Certificate (C55240A)

	Headcount		Grads	
	FRS	Annual Undup.	No.	%
2022-23	1	1	1	100
2021-22	6	6	6	100
2020-21	5	5	5	100
2019-20	4	4	4	100
2018-19	6	6	6	100

Table 4: Incident Command Certificate (C55240B)

	Headcount		Grads	
	FRS	Annual Undup.	No.	%
2022-23	1	1	1	100
2021-22	3	3	3	100
2020-21	7	7	7	100
2019-20	5	6	6	100
2018-19	7	7	7	100

Table 5: Fire Supervisor Certificate (C55240D)

	Headcount		Grads	
	FRS	Annual Undup.	No.	%
2022-23	3	4	3	75
2021-22	2	3	2	67
2020-21	7	7	6	86
2019-20	11	12	12	100
2018-19	3	3	3	100

III. Program Withdrawal Rate

A. Withdrawals from the College: Of the 11 associate students and 1 certificate student withdrawing from the College (38% withdrawal rate), none responded to the Leaver survey.

B. Changed Academic Program: Three students changed their academic program prior to completion. One changed to Associate in Arts, one to Medical Office Administration, and one to Emergency Management.

IV. Graduation Rate

The associate degree graduation rate was 100%, 7 graduates; diploma was 100%, 2 graduates; certificate was 75%, 3 graduates. The graduate unduplicated headcount was 10. (See Table 6.)

Table 6: Unduplicated Program Graduates 2022-23

	Grads	Associate	Diploma	C55240A	C55240B	C55240D
Associate	7	N/A	2	0	0	0
Diploma	2	2	N/A	0	0	0
C55240A	1	0	0	N/A	0	1
C55240B	1	0	0	0	N/A	1
C55240D	3	0	0	1	1	N/A

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

V. Goal Accomplishment

A. Goal Accomplishment of Graduates: Of the 10 graduating students, 6 responded to the graduate survey. All graduates stated that their goal was to obtain a degree/diploma/certificate.

Upon graduating, 100% (6 graduates) responded to the graduate survey.

B. 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

C. Goal Accomplishment of Early Leavers in 2022-23: N/A

VI. 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 0 enrolled in additional education. The one-year follow-up (Alumni Survey-Job Link) of 2021-22 graduates showed no more graduates in related employment or enrolled in additional education for an unchanged placement rate of 0%. (See Table 7.)

Table 7: Job Placement Follow-Up Results

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

	Re-sponses	Related Employ.	Unrelated Employ.	Un-employ.	More Educ.	Un-known	1-yr Follow-up Related Emp.
2022-23	6	4 (67%)	1	1	0	0	
2021-22	0	0 (0%)	0	0	0	0	Unch (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%)

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.
Note: Employment status percentages are calculated using number of responses.

VII. Employer Survey Results

Three surveys were sent, and two responses were received. One graduate checked "do not contact" their employer. (See Table 8.)

Table 8: Employer Survey Results–Evaluation of Students in Related Field Only

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

	Responses (2 of 3)
Performance of vocational or technical skills	5.00
Effective communication in speaking, writing, reading and listening	5.00
Demonstrates the needed math skills	5.00
Uses information to analyze problems and make logical decisions	5.00
Demonstrates good work habits	5.00
If the need arises, would you hire a Coastal graduate in the future?	100% Yes
Overall rate of satisfaction with Coastal graduate employee	5.00

VIII. Certification/Licensure

Not applicable

IX. Advisory Committee

This Committee serves both the Fire Protection Technology and Emergency Management programs. The Committee met in February 2023. 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 June 2024.

X.   Student Opinion Survey

A. **Withdrawals from the college:** N/A

B. **Graduates from the Program:** The opinion survey reveals that Graduates rated Quality of Instruction in Program Areas, Overall Quality of Academic Program, Teaching Facilities, and Equipment excellent; Quality of Instruction in Other Courses above average. (See Table 9.)

Table 9: Student Opinion Survey Results

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

	Graduates (6 of 10)	Withdrawals (0 of 12)
Quality of Instruction in Program Areas	4.83	N/A
Quality of Instruction in Other Courses	4.40	N/A
Overall Quality of Academic Program	4.83	N/A
Teaching Facilities	4.50	N/A
Equipment	4.75	N/A

XI. 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 one SACSCOC-qualified full-time faculty member 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 4% through 2032. In North Carolina, this occupation is expected to increase 15% through 2030. There are 1,400 annual vacancies expected for this occupation in North Carolina. Table 10 provides annual salary data for firefighters

US source: Bureau of Labor Statistics 2022-2032 employment projections
NC source: Projections Central 2020-2030 long-term projections

Table 10: Firefighters Annual Salary Data

Average Salary	Minimum Annual/Hour	Median Annual/Hour	High Annual/Hour
National	$29,150/$14.02	$51,680/$24.85	$84,750/$40.75
State	$23,960/$11.52	$33,920/$16.31	$53,680/$25.81
Local	$27,310/$13.13	$36,030/$17.32	$56,530/$27.18
Source: Bureau of Labor Statistics 2022 wage data			

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 17 colleges that have approved programs in Fire Protection Technology, a decrease of three since the last DTA. The Public Safety Administration program has been approved at 23 community colleges, the same as 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.

XII.   Operating Budget

Separate accounts are not maintained for Fire Protection Technology and Emergency Management; the amounts listed here are the same for both programs.

Table 11: Operating Budget

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2022-23	0	0	275	0	1,120	1,120
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

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.

XIII.   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 one full-time faculty member who also coordinates Continuing Education Fire/Rescue training and manage the Fire Academy program and logistics.

Since Fall 2021, Coastal has offered 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 17 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 2021-22 DTA

1.   Investigate the value of FESHE recognition with the Advisory Committee and complete the application for recognition with DHS-NFA, if appropriate. **COMPLETE AND ONGOING**

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. **CONTINUE** – Update the online courses in the program to meet Quality Matters (QM) rubric standards.
3. Submit prior program non-completers to the National Student Clearinghouse and follow-up as indicated. **COMPLETE AND ONGOING**
4. Investigate the potential to offer the Public Safety Administration AAS degree. **CONTINUE** – Evaluated the Public Safety Administration programs at other NCCCS institutions in process of evaluating the Curriculum Standard concentrations to draft a comprehensive program of study.
5. Continue to try and improve attendance numbers through local department recruiting. **COMPLETE AND ONGOING**
6. Utilize the NCCCS Data Dashboards to analyze enrollment trends related to Fire Protection Technology Program and Public Safety Administration. **COMPLETE AND ONGOING**
7. Re-evaluate the capstone courses to ensure that they are effectively assessing end-of-program learning outcomes. **COMPLETE AND ONGOING**

D. Summary of Improvements and/or Budget Decision Based on Analysis
1. Classes are reviewed annually to meet FESHE requirements.
2. Briefing days are now scheduled with local fire departments to come in and brief the program for use in their promotion process.
3. Worked with the office of Institutional Effectiveness to submit non-completers to the Clearinghouse and followed up with emails to students.
4. The Department Head analyzed the Data Dashboard for enrollment trends related to Emergency Management and Public Safety Administration.
5. Continuously re-evaluate capstone courses based on NCCCS availability of credit for prior learning course credits to maintain classes that are required to be taken and are not substitutable.

E. Program Objectives/Actions for the Next 1 to 2 Years
1. 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.
2. Investigate the potential to offer the Public Safety Administration AAS degree.
3. Investigate strategies to encourage graduates to inform the department head of employment status to increase the placement rate.
4. Investigate strategies to increase the employment status of alumni.

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.
   67%
   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.
   0%
   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. 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 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.
   100%
   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.

Table 12: Capstone Course–FIP 221 Advanced Fire Fighting Strategies

Grade Distribution				Graduates	
Grade	**# of Students**	**%**		**# of Students**	**Term**
A	3	75%		0	2023SU
C+	1	25%			
	4				
Retention Rate:		100%			

Table 13: Capstone Course–FIP 240 Fire Service Supervision

Grade Distribution				Graduates	
Grade	**# of Students**	**%**		**# of Students**	**Term**
A	3	75%		0	2023SP
W	1	25%			
	4				
Retention Rate:		75%			

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.   Enrollment

The associate annual unduplicated headcount for 2022-23 was 20, a 13% decrease from the previous year. The freshman headcount was 11, a 21% decrease from the previous year. (See Table 1.)

The diploma annual unduplicated headcount for 2022-23 was 6, a 100% increase from the previous year. The freshman headcount was 6, a 100% increase from the previous year. (See Table 2.)

The certificate annual unduplicated headcount for 2022-23 was 2, a 100% increase from the previous year. The freshman headcount was 2, a 100% increase from the previous year. (See Table 3.)

Table 1: Health and Fitness Science (A45630)

	Headcount		Grads		FTE			
	FRS	Annual Undup.	No.	%	Fall	Spring	Summer	Total
2022-23	11	20	3	21	6.13	6.50	2.00	14.63
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

Table 2: Diploma (D45630)

	Headcount		Grads	
	FRS	Annual Undup.	No.	%
2022-23	6	6	4	67
2021-22	2	2	0	0
2020-21	5	5	5	100
2019-20	6	6	6	100
2018-19	7	7	7	100

Table 3: Health and Fitness Science Certificate (C45630)

	Headcount		Grads	
	FRS	Annual Undup.	No.	%
2022-23	2	2	2	100
2021-22	0	0	0	0
2020-21	4	4	4	100
2019-20	7	7	7	100
2018-19	7	7	7	100

III. Program Withdrawal Rate

A. Withdrawals from the College: Of the 5 students withdrawing from the College (19% withdrawal rate), none responded to the Leaver survey.

B. Changed Academic Program: One student changed their academic program prior to completion to Associate in Arts.

IV. Graduation Rate

The associate graduation rate was 21%, 3 graduates; diploma graduation rate was 67%, 4 graduates; certificate graduation rate was 100%, 2 graduates. The graduate unduplicated headcount was 7. (See Table 4.)

Table 4: Unduplicated Program Graduates 2022-23

	Graduates	Associate Degree	Diploma	Health and Fitness Science Certificate
Associate Degree	3	N/A	0	0
Diploma	4	0	N/A	2
Health and Fitness Science Certificate	2	0	2	N/A

V. Goal Accomplishment

A. Goal Accomplishment of Graduates: Of the 7 graduating students, 6 responded to the graduate survey. All graduates stated that their goal was to obtain a degree/diploma/certificate.

Upon graduating, 83% (5 graduates) of those responding to the survey said that they had fully accomplished their goal, and 17% (1 graduate) said that they had partially accomplished their goal.

B. 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

C. Goal Accomplishment of Early Leavers in 2022-23: N/A

VI. Successful Placement

The related employment and/or enrollment in additional education rate of the graduates responding to the survey is 50%, 2 in related employment and 2 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 2021-22 graduates showed no more graduates in related employment or enrolled in additional education for a placement rate of 0%. (See Table 5.)

Table 5: Job Placement Follow-Up Results

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

	Re-sponses	Related Employ.	Unrelated Employ.	Un-employ.	More Educ.	Un-known	1-yr Follow-up Related Emp.
2022-23	6	2 (33%)	2	2	2	0	
2021-22	1	0 (0%)	1	0	0	0	Unch (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%)

2022-23 – One graduate enrolled in additional education is also in related employment.
2018-19 – Two graduates enrolled in additional education are also in related employment.
Note: Employment status percentages are calculated using number of responses.

VII. Employer Survey Results

One survey was sent, and one response was received. One graduate checked "do not contact" their employer. (See Table 6.)

Table 6: Employer Survey Results–Evaluation of Students in Related Field Only

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

	Responses (1 of 1)
Performance of vocational or technical skills	5.00
Effective communication in speaking, writing, reading and listening	5.00
Demonstrates the needed math skills	4.00
Uses information to analyze problems and make logical decisions	5.00
Demonstrates good work habits	5.00
If the need arises, would you hire a Coastal graduate in the future?	100% Yes
Overall rate of satisfaction with Coastal graduate employee	5.00

VIII. Certification/Licensure

Not applicable.

IX. Advisory Committee

The Advisory Committee met July 11th, 2023 and minutes are on file. The faculty discussed with the Advisory Committee about the program's decreasing enrollment, the viability of the program, and modifications to the course sequence in the HFS curriculum in an effort to enhance student learning and ensure greater student success. The Committee discussed ways to increase recruitment and retention. Some suggestions were to continue to reach out to current and prospective students, use Coastal's social media, visit local high schools, and meet with student athletes and coaches.

X. Student Opinion Survey

A. Withdrawals from the College: N/A

B. Graduates from the Program: The opinion survey reveals that Graduates rated Quality of Instruction in Program Areas, Overall Quality of Academic Program, and Teaching Facilities excellent; Quality of Instruction in Other Courses above average; Equipment average. (See Table 7.)

Table 7: Student Opinion Survey Results

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

	Graduates (6 of 7)	Withdrawals (0 of 5)
Quality of Instruction in Program Areas	4.67	N/A
Quality of Instruction in Other Courses	4.33	N/A
Overall Quality of Academic Program	4.50	N/A
Teaching Facilities	4.50	N/A
Equipment	3.33	N/A

XI.   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:** Nationally, employment opportunities for exercise trainers and group fitness instructors are expected to increase by 19% through 2032. In North Carolina, this occupation is expected to increase 31% through 2030. There are 1,930 annual vacancies expected for this occupation in North Carolina. Table 8 provides annual salary data for exercise trainers and group fitness instructors.

US source: Bureau of Labor Statistics 2022-2032 employment projections
NC source: Projections Central 2020-2030 long-term projections

Table 8: Exercise Trainers and Group Fitness Instructors Annual Salary Data

Average Salary	Minimum Annual/Hour	Median Annual/Hour	High Annual/Hour
National	$36,490/$17.54	$49,090/$23.60	$76,630/$23.60
State	$36,760/$17.67	$44,180/$23.60	$53,620/$36.84
Local	No Local Data	No Local Data	No Local Data
Source: Bureau of Labor Statistics 2022 wage data			

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.

XII.   Operating Budget

Table 9: Operating Budget

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2022-23	0	0	54	54	41	41
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

XIII.   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 2021-22 DTA

1. Review the articulation agreement for the Exercise Science and/or Healthful Living and Fitness Education programs at UNCW. **COMPLETE** – Articulation agreements were reviewed. If the administration decides to continue the HFS program, then the Department Head recommends administrative review.
2. 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. **CONTINUE** – The Department Head and Division Chair met and worked out a tentative articulation agreement with UNCW. Also, reached out to ECU about 2+2 program to discuss how classes could/would transfer. In process of reaching out to other state schools to discuss how they set up articulation agreements with other NC Community College HFS programs.
3. Contact company to get pricing/estimates on the merchandise (shirts, hats, etc.) to promote the HFS program. **CONTINUE AS REVISED** – Department Head contacted Echelon printing to get a quote. Echelon wanted a Coastal logo to do a mock up to get a quote. If the administration decides to continue the HFS program, then we will proceed with getting approval to use the Coastal logo.
4. 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. **COMPLETE** – Department Head met with PIO and created a video that can be used on the website and on social media to promote the program.
5. 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. **COMPLETE AND ONGOING** – Department Head took her HFS 212 class to White Oak and Swansboro High School to present a Health, Wellness, and Fitness expo for P.E. classes.
6. To illuminate pathways, we will utilize the new Progress feature in WebAdvisor to assist with tracking student progress and advising students in the program. **COMPLETE AND ONGOING** – Department Head follows-up with students to see if they have any questions, issues, or concerns and to assist with advising.

D. Summary of Improvements and/or Budget Decisions Based On Analysis

1. Utilized Coastal's social media pages to promote the Health and Fitness Science Program (HFS).
2. Created a welcome video to promote the program that will be placed on Coastal's webpage.
3. Collaborated 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.
4. Utilized the new Progress feature in WebAdvisor to assist with tracking student progress and advising students in the program.

E. Program Objectives/Action for the Next 1 to 2 Years

1. 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. Work with College Store representative to provide HFS merchandise.
3. Create an improvement plan to investigate additional retention strategies.
4. To illuminate pathways, incorporate greater engagement strategies with students in an effort to better ensure their successful completion of the courses and progress towards completion.

5. Change the class order of the HFS curriculum to enhance student learning and ensure greater student success.
6. Work with College Store representative to provide HFS merchandise.
7. Conduct an inventory of supplies in the classroom.

F. Program/Student Learning Outcomes at Program Completion

100% 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.
50%   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.
0%   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. 5.00
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. 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.

Table 10: Capstone Course–HFS 212 Exercise Programming

Grade Distribution				Graduates	
Grade	# of Students	%		# of Students	Term
A	3	37.5%		3	2023SP
A-	3	37.5%			
B+	2	25.0%			
	8				
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.   Enrollment

The associate annual unduplicated headcount for 2022-23 was 18, a 25% decrease from the previous year. The freshman headcount was 11, a 10% increase from the previous year. (See Table 1.)

The diploma annual unduplicated headcount for 2022-23 was 0, a 100% decrease from the previous year. The freshman headcount was 0, a 100% decrease from the previous year. (See Table 2.)

The certificate annual unduplicated headcount for 2022-23 was 4, a 33% decrease from the previous year. The freshman headcount was 3, a 50% decrease from the previous year. (See Table 3 through 5.)

Table 1: Hospitality Management (A25110)

	Headcount		Grads		FTE			
	FRS	Ann'l Undup.	No.	%	Fall	Spring	Summer	Total
2022-23	11	18	0	0	3.34	5.50	2.38	11.22
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

Table 2: Diploma (D25110)

	Headcount		Grads	
	FRS	Ann'l Undup.	No.	%
2022-23	0	0	0	0
2021-22	4	4	2	50
2020-21	8	9	8	100
2019-20	5	5	3	60
2018-19	6	6	5	83

Table 3: Hospitality Specialist Certificate (C25110)

	Headcount		Grads	
	FRS	Ann'l Undup.	No.	%
2022-23	2	3	2	67
2021-22	2	2	1	50
2020-21	8	8	8	100
2019-20	7	7	6	86
2018-19	4	4	4	100

Table 4: Hospitality Food and Beverage Specialist Certificate (C25110F)

	Headcount		Grads	
	FRS	Ann'l Undup.	No.	%
2022-23	1	1	1	100
2021-22	3	3	2	67
2020-21	8	8	8	100
2019-20	3	3	3	100
2018-19	4	4	4	100

Table 5: Hospitality Supervisor I Certificate (C25110A)

	Headcount		Grads	
	FRS	Ann'l Undup.	No.	%
2022-23	2	2	2	100
2021-22	3	3	3	100
2020-21	9	9	9	100
2019-20	4	4	4	100
2018-19	5	5	5	100

III.   Program Withdrawal Rate

A. **Withdrawals from the College:** Of the 9 students withdrawing from the College (50% withdrawal rate), none responded to the Leaver survey.

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

IV.   Graduation Rate

The associate graduation rate was 0%, 0 graduates; diploma graduation rate was 0%, 0 graduates; certificate graduation rate was 75%, 3 graduates. The graduate unduplicated headcount was 3. (See Table 6.)

Table 6: Unduplicated Program Graduates 2022-23

	Grads	Associate	Diploma	C25110	C25110F	C25110A
Associate	0	N/A	0	0	0	0
Diploma	0	0	N/A	0	0	0
C25110	2	0	0	N/A	0	2
C25110F	1	0	0	0	N/A	0
C25110A	2	0	0	2	0	N/A

V.   Goal Accomplishment

A. Goal Accomplishment of Graduates: Of the 3 graduating students, two responded to the graduate survey. All graduates stated that their goal was fully accomplished their goal.

Upon graduating, 100%, (2 graduates) said that they have fully accomplished their goal.

B. 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

C. Goal Accomplishment of Early Leavers in 2022-23: N/A

VI.   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%, 1 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 2021-22 graduates showed no more graduates in related employment or enrolled in additional education for a placement rate of 75%. (See Table 7.)

Table 7: Job Placement Follow-Up Results

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

	Re-sponses	Related Employ.	Unrelated employ.	Un-employ.	More Educ.	Un-known	1-yr Follow-up Related Emp.
2022-23	2	1 (50%)	0	1	0	0	
2021-22	4	3 (75%)	0	1	1	0	Unch (75%)
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%)

2022-23 – One graduate enrolled in additional education is also in related employment.
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.

VII.   Employer Survey Results

One survey was sent, and zero responses were received. No graduates checked "do not contact" their employers. (See Table 8.)

Table 8: Employer Survey Results–Evaluation of Students in Related Field Only

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

	Responses (0 of 1)
Performance of vocational or technical skills	N/A
Effective communication in speaking, writing, reading and listening	N/A
Demonstrates the needed math skills	N/A
Uses information to analyze problems and make logical decisions	N/A
Demonstrates good work habits	N/A
If the need arises, would you hire a Coastal graduate in the future?	N/A
Overall rate of satisfaction with Coastal graduate employee	N/A

VIII.   Certification/Licensure

The 2022-23 National Restaurant Association's ServSafe® certification/licensure first-time passing rate was 57%. A total of seven HRM students were enrolled in the class. Of the students who failed on the first take, only one student chose to retake the test. That student failed an additional two times, this student elected to retake the class. (See Table 9.)

Table 9: Certification/Licensure

	No. Tested	No. 1st Time Passing	No. Failed	% 1st Time Passing	Retake Pass	Overall % Pass
2022-23	7	4	3	57	0	57
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

IX.   Advisory Committee

An Advisory Committee meeting was held with the Culinary Arts and Hospitality Management departments on April 26, 2023, at 12:00 p.m. at the Culinary Technology Building. Food and beverage owners and professionals as well as hospitality managers from Onslow County were in attendance–much of the discussion centered on the recovery of their respective businesses post the COVID-19-related situation. A big problem faced by all in the Hospitality industry is the lack of employees, specifically in Jacksonville and Onslow County. Most conversations centered on how the lack of available employees impacts customer service and hours of operation. Most agreed that business was back and even stronger than before the pandemic, and the frustration was the lack of employees. Chef Mark Dowling and Bob Touhey also stated that both Culinary Arts and Hospitality Management Programs struggled to get enrollment back to pre-pandemic numbers.

X.   Student Opinion Survey

A. Withdrawals from the College: N/A

B. Graduates from the Program: The opinion survey reveals that the graduate rated Quality of Instruction in Program Areas and Overall Quality of Academic Program excellent; Quality of Instruction in Other Courses, Teaching Facilities, and Equipment above average. (See Table 10.)

Table 10: Student Opinion Survey Results

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

	Graduates (2 of 3)	Withdrawals (0 of 9)
Quality of Instruction in Program Area	4.50	N/A
Quality of Instruction in Other Courses	4.00	N/A
Overall Quality of Academic Program	4.50	N/A
Teaching Facilities	4.00	N/A
Equipment	4.00	N/A

XI.   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 17.14% 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: Nationally, employment opportunities for lodging managers are expected

to increase 7% through 2032. In North Carolina, this occupation is expected to increase 19% through 2030. There are 70 annual vacancies expected for this occupation in North Carolina. Table 11 provides annual salary data for lodging managers.

US source: Bureau of Labor Statistics 2022-2032 employment projections
NC source: Projections Central 2020-2030 long-term projections

Table 11: Lodging Managers Annual Salary Data

Average Salary	Minimum Annual/Hour	Median Annual/Hour	High Annual/Hour
National	$36,860/$17.72	$61,910/$29.76	$122,440/$58.86
State	$32,090/$15.43	$45,990/$22.11	$85,470/$41.09
Local	NA	NA	NA
Source: Bureau of Labor Statistics 2022 wage data			

Nationally, employment opportunities for hotel, motel, and resort clerks are expected to decrease 3% through 2032. In North Carolina, this occupation is expected to increase 26% through 2030. There are 1,450 annual vacancies expected for this occupation in North Carolina. Table 12 provides annual salary data for hotel, motel, and resort desk clerks.

US source: Bureau of Labor Statistics 2022-2032 employment projections
NC source: Projections Central 2020-2030 long-term projections

Table 12: Hotel, Motel, and Resort Desk Clerks Annual Salary Data

Average Salary	Minimum Annual/Hour	Median Annual/Hour	High Annual/Hour
National	$22,280/$10.71	$28,910/$13.90	$37,860/$18.20
State	$21,690/$10.43	$27,180/$13.07	$33,990/$16.34
Local	$21,250/$10.22	$23,120/$11.12	$28,040/$13.48
Source: Bureau of Labor Statistics 2022 wage data			

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, 2022 was a banner year in tourism and hospitality industry nationwide and in North Carolina and Onslow County.

According to Visit North Carolina, a department under the Economic Development Partnership of NC, the North Carolina tourism industry saw a major recovery in 2022 vs. 2021 with $33.3 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 15.2% to $33.3 billion in 2022 from $28.9 billion in 2021.

The number of jobs sustained by tourism in North Carolina in 2022 was 410,000. That is 7% of all employment in the state. In 2022 in Onslow County-Total Visitors Spending was approximately $380 million, an increase of 12.2%, versus 2021. Occupancy Tax collection for Onslow County increased to $4 million and was up 10% in 2022 compared to 2021.

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.

XII.   Operating Budget

Table 13: Operating Budget

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2022-23	0	0	2,129	2,129	560	560
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)

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.

XIII.   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 and MCCS. 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 and a recent graduate is the Property Manager for a Surf City Realty and Property Management Company. 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 have had some of our students complete their Work-Based Learning courses with them.

B. Weaknesses: The hospitality industry in Jacksonville and Onslow County has bounced back from the economic devastation brought on by the COVID-19 pandemic. There is a shortage of employees in the hospitality industry in general and specifically in Onslow County. Because of the shortage of employees in most services industries, ownership has provided financial incentives in order to secure employees. This may be a contributing factor to an enrollment decline in Coastal's Hospitality Management Program and programs throughout the state and country. 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 2021-22 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** – Will continue to host Onslow County High School visitations at the Hospitality and Culinary Facility for recruitment purposes.
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. **COMPLETE AND ONGOING**
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. **COMPLETE AND ONGOING**
4. Implement the UNC-World View curriculum for HRM 180 The Business of Tourism. **DELETED**
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. **COMPLETE**
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 students entering the HRM program. **CONTINUE AS REVISED** – Will develop strategies with the Culinary Arts Department Head to increase Culinary Arts enrollment, which indirectly increases Hospitality Management enrollment.

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. **CONTINUE AS REVISED** – Continue to work with the Success Coaches and refer students to them when deemed necessary, and direct students to the Writer's Center and Math Lab as needed.

D. Summary of Improvements and/or Budget Decisions Based On Analysis
1. Met and coordinated with the Director of the Regional Skills Center to investigate strategies to improve dual enrollment (CCP) HRM courses. The students at the Eastern North Carolina Regional Skills Center studying Hospitality Management will be able to enroll as CCP students next year.
2. After meeting with the Director of the Eastern North Carolina Regional Skills Center, the necessity of developing a CCP Certificate in Hospitality Management was requested by the Department Head.
3. After submitting the request for a CCP certificate in Hospitality Management, the College received approval from the North Carolina Community College System to utilize an existing certificate, Hospitality Supervisor I, for CCP in Summer 2023. Students will be able to enroll starting Summer 2024.

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. Coordinate with the Department Head for Culinary Arts to increase enrollment in both Hospitality Management and 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.
3. Identify and early engage those students who are underperforming. Direct them to the appropriate resources needed for assistance (e.g. The Writer's Center, the Math Lab) and include a Success Coach when deemed necessary in order to help students stay the course.
4. Meet and work with local hospitality facilities to provide recruitment opportunities for current hospitality facilities' employees in order to show them the opportunities that exist for a Hospitality Management degree, diploma, or certificate while they are still employed.
5. Review other successful NCCCS HRM programs to investigate the benefit of adding new Culinary Arts certifications that include courses in the Hospitality Management Program.
6. Expose first-year, first-semester students to available campus resources by working with the Success Coach Team to bring in Success Coaches as guest speakers (or online video introductions) in first-year, first-semester courses in both seated and distance-education classes.
7. Connect with the Student Activities and Career Placement Advisor as a guest speaker for hospitality employment education in first-year courses, to discuss career opportunities and complete mock interviews for graduating students.
8. Connect with the College and Career Readiness department in order to inform and recruit those students of the career benefits by enrolling in the Hospitality Management Program.
9. Investigate strategies to increase ServSafe pass rate, to include emphasizing the importance of retaking the exam within one week of failure.

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.
   57%   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.

50%

   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. 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 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.

Table 14: Capstone Course–HRM 280 Management Problems Hospitality

Grade Distribution				Graduates	
Grade	# of Students	%		# of Students	Term
A	1	33.3%		0	2023SP
B+	1	33.3%			
C-	1	33.3%			
	3				
Retention Rate:		100%			

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.   Enrollment

The Information Technology–Information Systems annual unduplicated headcount for 2022-23 was 30, a 25% decrease from the previous year. The freshman headcount was 13, a 24% decrease from the previous year. (See Table 1.)

The certificate annual unduplicated headcount for 2022-23 was 1, a 96% decrease from the previous year. The freshman headcount was 1, a 96% decrease from the previous year. (See Table 2.)

Table 1: Information Systems (A25590I)

	Headcount		Grads		FTE			
	FRS	Ann'l Undup.	No.	%	Fall	Spring	Summer	Total
2022-23	13	30	7	41	8.19	7.75	2.19	18.13
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

Table 2: Information Systems Certificate (C25590I)

	Headcount		Grads	
	FRS	Ann'l Undup.	No.	%
2022-23	1	1	0	0
2021-22	26	26	26	100
2020-21	18	18	18	100
2019-20	31	31	31	100
2018-19	30	30	29	97

III.   Program Withdrawal Rate

A. Withdrawals from the College: Of the 9 students withdrawing from the College (29% withdrawal rate), none responded to the Leaver survey.

B. Changed Academic Program: Seven students changed their academic program prior to completion. Two changed to Network Management, two changed to Computer Programming, and three changed to Associate in Arts.

IV.   Graduation Rate

The Information Systems graduation rate was 41%, 7 graduates; the certificate graduation rate was 0%, 0 graduates. The graduate unduplicated headcount is 7. (See Table 3.)

Table 3: Unduplicated Program Graduates 2022-23

	Graduates	Associate Degree	Certificate
Associate Degree	7	N/A	0
Certificate	0	0	N/A

V.   Goal Accomplishment of Graduates

A.   Goal Accomplishment of Graduates: Of the 7 graduating students, 5 responded to the graduate survey. All graduates stated their goal was to obtain a degree/certificate.

Upon graduating, of those responding to the survey, 100% (5 graduates) said that they had fully accomplished their goal.

B.   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

C.   Goal Accomplishment of Early Leavers in 2022-23: N/A

VI.   Successful Placement

The related employment and/or enrollment in additional education rate of the graduates responding to the survey is 60%, 2 in related employment and 1 enrolled in additional education. The one-year follow-up (Alumni Survey-Job Link) of 2021-22 graduates showed no more graduates in related employment or enrolled in additional education for a placement rate of 100%. (See Table 4.)

Table 4: Job Placement Follow-Up Results

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

	Re-sponses	Related Employ.	Unrelated employ.	Un-employ.	More Educ.	Un-known	1-yr Follow-up Related Emp.
2022-23	5	2 (40%)	1	2	1	0	
2021-22	1	0 (0%)	0	1	1	0	Unch (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%)

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.

VII.   Employer Survey Results

One survey was sent, and zero responses were received. No graduates checked "do not contact" their employer. (See Table 5.)

Table 5: Employer Survey Results–Evaluation of Students in Related Field Only

Excellent   Above Avg.   Average   Below Avg.   Poor

5 - - - - - -   - - - - 4 - - - -   - - - 3 - - -   - - - 2 - - -   - - - 1

	Responses (0 of 1)
Performance of vocational or technical skills	N/A
Effective communication in speaking, writing, reading and listening	N/A
Demonstrates the needed math skills	N/A
Uses information to analyze problems and make logical decisions	N/A
Demonstrates good work habits	N/A
If the need arises, would you hire a Coastal graduate in the future?	N/A
Overall rate of satisfaction with Coastal graduate employee	N/A

VIII.   Certification/Licensure

> Not applicable.

IX.   Advisory Committee

> This year's meeting focused on incorporating some new security concepts, specifically CIS controls (best practices), into both the Network Management and Systems Security programs. There was more of a focus on security over specific hardware implementations, such as the use of virtual machines, in the local businesses and organizations that were represented at the meeting. Discussion also included job placement challenges. While one local business offered an internship to one of our students two years ago, others have not had the means to create positions in their organizations. However, entry-level positions are becoming available for students who are nearing graduation. In preparation for these job opportunities, committee members have offered to be guest speakers to the students and to participate in future mock interviews. Committee members have also offered opportunities for students to shadow some of their employees to get a better understanding of how the real-world works.

X.   Student Opinion Survey

> **A.   Withdrawals from the College:** N/A
>
> **B.   Graduates from the Program:** The opinion survey reveals that Graduates rated Quality of Instruction in Program Areas and Overall Quality of Academic Program excellent; Quality of Instruction in Other Courses, Teaching Facilities, and Equipment above average. (See Table 6.)
>
> **Table 6: Student Opinion Survey Results**

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

	Graduates (5 of 7)	Withdrawals (0 of 9)
Quality of Instruction in Program Areas	4.60	N/A
Quality of Instruction in Other Courses	4.25	N/A
Overall Quality of Academic Program	4.50	N/A
Teaching Facilities	4.25	N/A
Equipment	4.25	N/A

XI.   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:** Nationally, employment opportunities for computer user support specialists are expected to increase 5% through 2032. In North Carolina, this occupation is expected to increase 14% through 2030. There are 1,710 annual vacancies expected for this occupation in North Carolina. Table 7 provides annual salary data for computer user support specialists.
>
> *US source: Bureau of Labor Statistics 2022-2032 employment projections*
> *NC source: Projections Central 2020-2030 long-term projections*
>
> **Table 7: Computer User Support Specialists Annual Salary Data**

Average Salary	Minimum Annual/Hour	Median Annual/Hour	High Annual/Hour
National	$36,580/$17.59	$57,890/$27.83	$94,920/$45.63
State	$33,520/$16.11	$54,170/$26.04	$92,420/$44.44
Local	$27,920/$13.42	$46,330/$22.27	$70,360/$33.83
Source: Bureau of Labor Statistics 2022 wage data			

D. Trends: Artificial intelligence (AI) has surged in popularity and usage with the wide releases of programs such as ChatGPT. On a technical level, AI continues to be an exciting option in systems development, as AI can be used in many roles, from programming to security aspects. On an ethical level, the use of AI poses new challenges for IT professionals, much like robotics did when they were introduced to a production line. https://connect.comptia.org/blog/emerging-trends-in-information-technology.

XII.   Operating Budget

Table 8: Operating Budget

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2022-23	0	0	500	0	500	0
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)

2022-23 – Originally in the proposed budget to attend NCCIA, but the funds were not approved. The majority of funds were under proposed.
2020-21 – Dual monitors were purchased for the classrooms in the BT building utilizing Perkins Grant funds.

XIII.   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 2021-22 DTA
1. Work closely with Coastal's liaisons to identify high school students who are interested in computer-related programs. **CONTINUE** – We are working on a schedule to visit high schools to introduce the programs and to gauge interest.
2. Work closely with local businesses and Coastal's Career Center and IT Department to prepare students for the job seeking and interview processes. **COMPLETE AND ONGOING**
3. Contact perspective students early in the registration process to ensure placement in the correct degree pathway and to plan a course of study. **COMPLETE AND ONGOING**
4. Gather data to document the reasons behind student withdrawals from the program. **COMPLETE**
5. Update CIS 110 Introduction to Computers to include Windows 11 and Office 2021 topics. **COMPLETE**
6. Update CTS 120 Hardware/Software Support to reflect new CompTIA A+ testing objectives. **COMPLETE**
7. Investigate the need to offer classes using different delivery methods and alternate times. **COMPLETE**
8. Engage students using different communication tools such as VoiceThread and Microsoft Teams. **COMPLETE**
9. Improve responses on Employer surveys. **CONTINUE AS REVISED** – We are looking for ways to keep in touch with graduates once they leave, either through social media or creation of an alumni program.

D. Summary of Improvements/Budget Decision Based On Analysis
1. Received more input from local businesses and advisory committee members to prepare students for the job market.
2. After receiving a list from Student Services, Faculty Advisors reached out to prospective students to ensure they register for the correct sections and help them stay the course.
3. Coordinated with Coastal Carolina Community College Success Coaches to ensure students understood multiple options before choosing to withdraw.
4. Analyzed text material from various publishers to select a text ensuring our CIS 110 Introduction to Computers students are kept up-to-date with industry standards.
5. Updated CTS 120 Hardware/Software Support to ensure students are prepared for current 220-1101 and 220-1102 CompTIA A+ certifications.
6. Reviewed various course modalities and compared system-wide offerings to meet student need.

7. Utilized VoiceThread to generate new models of online discussions and Microsoft Teams to give students an alternative method of meeting with their faculty advisor that worked better for their schedule.

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. Investigate ways to increase responses on Graduate and Employer surveys.
3. Investigate the process of providing internships.
4. Develop strategies to help with retention of students.
5. Investigate ways to increase opportunities for students to successfully complete CTI 110 Web, Pgm, & Db Foundation.

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.

60%   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.

100%   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
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-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.

Table 9: Capstone Course–CTS 289 System Support Project

Grade Distribution			Graduates	
Grade	**# of Students**	**%**	**# of Students**	**Term**
A	3	43%	6	2023SP
A-	2	29%		
B	1	14%		
D	1	14%		
	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. Enrollment

The Information Technology–Computer Programming and Development annual unduplicated headcount for 2022-23 was 43, a 12% decrease from the previous year. The freshman headcount was 20, a 23% decrease from the previous year. (See Table 1.)

Table 1: Computer Programming and Development (A25590P)

	Headcount		Grads		FTE			
	FRS	Ann'l Undup.	No.	%	Fall	Spring	Summer	Total
2022-23	20	43	7	27	15.03	14.78	6.16	35.97
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

III. Program Withdrawal Rate

A. Withdrawals from the College: Of the 13 students withdrawing from the College (30% withdrawal rate), none responded to the Leaver survey.

B. Changed Academic Program: Five associate students changed their academic program prior to completion. Two changed to Associate in Science, two changed to Associate in Arts, and one changed to Information Systems.

IV. Graduation Rate

The Computer Programming and Development graduation rate was 27%, 7 graduates. (See Table 1.)

V. Goal Accomplishment

A. Goal Accomplishment of Graduates: Of the 7 graduating students, 5 responded to the graduate survey. All graduates stated that their goal was to obtain a degree.

Upon graduating, of those responding to the survey, 80% (4 graduates) said that they had fully accomplished their goal, and 20% (1 graduate) said they partially accomplished their goal.

B. 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

C. Goal Accomplishment of Early Leavers in 2022-23: N/A

VI.   Successful Placement

The related employment and/or enrollment in additional education rate of the graduates responding to the survey is 40%, 0 in related employment and 2 enrolled in additional education. The one-year follow-up (Alumni Survey-Job Link) of 2021-22 graduates showed no more graduates in related employment or enrolled in additional education for a placement rate of 33%. (See Table 2.)

Table 2: Job Placement Follow-Up Results
Graduation Rate/Successful Placement Scale (Internal Benchmark)
Unsatisfactory   Satisfactory
0-49%................................50-100%

	Re-sponses	Related Employ.	Unrelated employ.	Un-employ.	More Educ.	Un-known	1-yr Follow-up Related Emp.
2022-23	5	0 (0%)	2	3	2	0	
2021-22	3	0 (0%)	1	2	1	0	Unch (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%)

VII.   Employer Survey Results

Zero surveys were sent, and zero responses were received. No graduates checked "do not contact" their employer. (See Table 3.)

Table 3: Employer Survey Results–Evaluation of Students in Related Field Only
Excellent   Above Avg.   Average   Below Avg.   Poor

5 - - - - - -   - - - - 4 - - - -   - - - 3 - - -   - - - 2 - - -   - - - 1

	Responses (0 of 0)
Performance of vocational or technical skills	N/A
Effective communication in speaking, writing, reading and listening	N/A
Demonstrates the needed math skills	N/A
Uses information to analyze problems and make logical decisions	N/A
Demonstrates good work habits	N/A
If the need arises, would you hire a Coastal graduate in the future?	N/A
Overall rate of satisfaction with Coastal graduate employee	N/A

VIII.   Certification/Licensure

Not applicable.

IX.   Advisory Committee

This year's meeting focused on incorporating some new security concepts, specifically CIS controls (best practices), into both the Network Management and Systems Security programs. There was more of a focus on security over specific hardware implementations, such as the use of virtual machines, in the local businesses and organizations that were represented at the meeting. Discussion also included job placement challenges. While one local business offered an internship to one of our students two years ago, others have not had the means to create positions in their organizations. However, entry-level positions are becoming available for students who are nearing graduation. In preparation for these job opportunities, committee members have offered to be guest speakers to the students and to participate in future mock interviews. Committee members have also offered opportunities for students to shadow some of their employees to get a better understanding of how the real-world works.

X.   Student Opinion Survey

A. Withdrawals from the College: N/A

B. Graduates from the Program: The opinion survey reveals that 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 Table 4.)

Table 4: Student Opinion Survey Results

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

	Graduates (5 of 7)	Withdrawals (0 of 13)
Quality of Instruction in Program Areas	4.40	N/A
Quality of Instruction in Other Courses	4.00	N/A
Overall Quality of Academic Program	4.00	N/A
Teaching Facilities	4.20	N/A
Equipment	4.00	N/A

XI.   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 opportunities for computer programmers are expected to decrease 11% through 2032. In North Carolina, this occupation is expected to decrease 6% through 2030. There are 240 annual vacancies expected for this occupation in North Carolina. Table 5 provides annual salary data for computer programmers.

US source: Bureau of Labor Statistics 2022-2032 employment projections
NC source: Projections Central 2020-2030 long-term projections

Table 5: Computer Programmers Annual Salary Data

Average Salary	Minimum Annual/Hour	Median Annual/Hour	High Annual/Hour
National	$54,310/$26.11	$97,800/$47.02	$157,690/$75.81
State	$60,510/$29.09	$101,080/$48.60	$153,780/$73.93
Local	NA	NA	NA
Source: Bureau of Labor Statistics 2022 wage data			

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.

XII.   Operating Budget

Table 6: Operating Budget

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2022-23	0	0	0	63	0	0
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

2022-23 – Perkins Grant funds were utilized to purchase 3D goggles, Smart Board, Smart Board charging cart, and forty-two computers for labs used by Computer Programming, Network Management, and Systems Security programs.
2021-22 – Program needs were met through the use of Perkins Grant funds.

XIII.   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. Interest in teaching in-person and online computer programming and other IT-related classes has decreased significantly over the last several years.

C. **Progress and Response to Objectives Set and Printed in 2021-22 DTA**
   1. Work closely with Coastal's liaisons to identify high school students who are interested in computer related programs. **CONTINUE** – We are working on a schedule to visit high schools to introduce the programs and to gauge interest.
   2. Work closely with local businesses and Coastal's Career Center and IT Department to prepare students for the job seeking and interview processes. **COMPLETE AND ONGOING**
   3. Contact perspective students early in the registration process to ensure placement in the correct degree pathway and to plan a course of study. **COMPLETE AND ONGOING**
   4. Gather data to document the reasons behind student withdrawals from the program. **COMPLETE**
   5. Update CIS 115 Introduction to Programming to include an updated version of the Alice learning environment. **COMPLETE**
   6. Investigate the need to offer classes using different delivery methods and alternate times. **COMPLETE**
   7. Engage students using different communication tools such as VoiceThread and Microsoft Teams. **COMPLETE AND ONGOING**
   8. Investigate the process for providing internships. **CONTINUE** – We are working with the Advisory Committee to determine if there are opportunities with local government and businesses.
   9. Improve responses on Graduate and Employer surveys. **CONTINUE AS REVISED** – We are looking for ways to keep in touch with graduates once they leave, either through social media or creation of an alumni program.

D. **Summary of Improvements/Budget Decision Based On Analysis**
   1. Received more input from local businesses and advisory committee members to prepare students for the job market.
   2. After receiving a list from Student Services, Faculty Advisors reached out to prospective students to ensure they register for the correct sections and help them stay the course.
   3. Coordinated with Coastal Carolina Community College Success Coaches to ensure students understood multiple options before choosing to withdraw.
   4. Incorporated the most up-to-date version of Alice into CIS 115 Intro to Prog & Logic to better prepare students for their upcoming CSC 151 JAVA Programming and CSC 251 Advanced JAVA Programming courses.
   5. Reviewed various course modalities and compared system-wide offerings to meet student need. Determined that HyFlex is not ideal for courses with lab components. Evaluated the start times of the classes to align with related courses.

6. Utilized VoiceThread to generate new models of online discussions and Microsoft Teams to give students an alternative method of meeting with their faculty advisor that worked better for their schedule.

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. Investigate the process for providing internships.
3. Investigate ways to increase responses on Graduate and Employer surveys.
4. Develop strategies to help with retention of students.
5. Investigate ways to increase opportunities for students to successfully complete CTI 110 Web, Pgm, & Db Foundation.

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.
    40%
    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.
    33%
    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 design, code, and test programs using different programming languages and techniques within a **100%** 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.

Table 7: Capstone Course–CSC 289 Programming Capstone Project

Grade Distribution				Graduates	
Grade	**# of Students**	**%**		**# of Students**	**Term**
A	1	14.3%		6	2023SP
A-	1	14.3%			
B+	1	14.3%			
B	1	14.3%			
B-	1	14.3%			
C-	1	14.3%			
D-	1	14.3%			
	7				
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.   Enrollment

The Information Technology–Network Management associate annual unduplicated headcount for 2022-23 was 17, a 31% increase from the previous year. The associate freshman headcount was 11, a 38% increase from the previous year. (See Table 1.)

The certificate annual unduplicated headcount for 2022-23 was 1, a 100% increase from the previous year. The certificate freshman headcount was 1, a 100% increase from the previous year. (See Table 2.)

Table 1: Network Management (A25590N)

	Headcount		Grads		FTE			
	FRS	Ann'l Undup.	No.	%	Fall	Spring	Summer	Total
2022-23	11	17	4	50	3.25	5.38	4.72	13.35
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

Table 2: Network Management Certificate (C25590N)

	Headcount		Grads	
	FRS	Ann'l Undup.	No.	%
2022-23	1	1	1	100
2021-22	0	0	0	0
2020-21	5	5	5	100
2019-20	4	4	4	100
2018-19	8	8	8	100

III. Program Withdrawal Rate

A. Withdrawals from the College: Of the 2 students withdrawing from the College (12% withdrawal rate), none responded to the Leaver survey.

B. Changed Academic Program: No students changed their program prior to completion.

IV. Graduation Rate

The Network Management graduation rate was 50%, 4 graduates; the certificate graduation rate was 100%, 1 graduate. The graduate unduplicated headcount was 4. (See Table 3.)

Table 3: Unduplicated Program Graduates 2022-23

	Graduates	Associate Degree	Network Certificate
Associate Degree	4	N/A	1
Network Certificate	1	1	N/A

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

V. Goal Accomplishment

A. **Goal Accomplishment of Graduates:** Of the 4 graduating students, 4 responded to the graduate survey. All graduates stated that their goal was to obtain a degree/certificate.

B. **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

C. **Goal Accomplishment of Early Leavers in 2022-23:** N/A

VI. Successful Placement

The related employment and/or enrollment in additional education rate of the graduates is 50%, 0 graduates in related employment and 2 enrolled in additional education. The one-year follow-up (Alumni Survey-Job Link) of 2021-22 graduates showed no more graduates in related employment or enrolled in additional education for a placement rate of 0%. (See Table 4.)

Table 4: Job Placement Follow-Up Results

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

	Re-sponses	Related Employ.	Unrelated Employ.	Un-employ.	More Educ.	Un-known	1-yr Follow-up Related Emp.
2022-23	4	0 (0%)	3	1	2	0	
2021-22	1	0 (0%)	0	1	0	0	Unch (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%)

VII. Employer Survey Results

Zero surveys were sent, and zero responses were received. No graduates checked "do not contact" their employer.

Table 5: Employer Survey Results–Evaluation of Students in Related Field Only

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

	Responses (0 of 0)
Performance of vocational or technical skills	N/A
Effective communication in speaking, writing, reading and listening	N/A
Demonstrates the needed math skills	N/A
Uses information to analyze problems and make logical decisions	N/A
Demonstrates good work habits	N/A
If the need arises, would you hire a Coastal graduate in the future?	N/A
Overall rate of satisfaction with Coastal graduate employee	N/A

VIII.   Certification/Licensure

Not applicable.

IX.   Advisory Committee

This year's meeting focused on incorporating some new security concepts, specifically CIS controls (best practices), into both the Network Management and Systems Security programs. There was more of a focus on security over specific hardware implementations, such as the use of virtual machines, in the local businesses and organizations that were represented at the meeting. Discussion also included job placement challenges. While one local business offered an internship to one of our students two years ago, others have not had the means to create positions in their organizations. However, entry-level positions are becoming available for students who are nearing graduation. In preparation for these job opportunities, committee members have offered to be guest speakers to the students and to participate in future mock interviews. Committee members have also offered opportunities for students to shadow some of their employees to get a better understanding of how the real-world works.

X.   Student Opinion Survey

A. **Withdrawals from the College:** N/A

B. **Graduates from the Program:** The opinion survey reveals that Graduates rate Quality of instruction in Program Areas, Quality of Instruction in Other Courses, Overall Quality of Academic Program, and Teaching Facilities excellent; Equipment above average. (See Table 6.)

Table 6: Student Opinion Survey Results

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

	Graduates (4 of 4)	Withdrawals (0 of 2)
Quality of Instruction in Program Areas	4.75	N/A
Quality of Instruction in Other Courses	5.00	N/A
Overall Quality of Academic Program	4.75	N/A
Teaching Facilities	5.00	N/A
Equipment	4.25	N/A

XI.   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:** Nationally, opportunities for computer network support specialists are expected to increase 7% through 2032. In North Carolina, this occupation is expected to increase 13% through 2030. There are 470 annual vacancies expected for this occupation in North Carolina. Table 7 provides annual salary data for computer network support specialists.

US source: Bureau of Labor Statistics 2022-2032 employment projections
NC source: Projections Central 2020-2030 long-term projections

Table 7: Computer Network Support Specialists Annual Salary Data

Average Salary	Minimum Annual/Hour	Median Annual/Hour	High Annual/Hour
National	$42,440/$20.41	$68,050/$32.72	$115,220/$62.18
State	$41,000/$19.71	$82,050/$39.45	$129,330/$62.18
Local	$36,070/$17.34	$54,470/$26.19	$70,470/$34.01
Source: Bureau of Labor Statistics 2022 wage data			

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.

XII. Operating Budget

Table 8: Operating Budget:

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2022-23	0	0	642	642	0	0
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

2022-23 – Printer supplies were purchased for BT 104. Perkins Grant funds were utilized to purchase forty-two computers for labs used by Computer Programming, Network Management, and Systems Security programs.
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.

XIII. 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. 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, some of which is performed on weekends and outside typical working hours.

C. **Progress and Response to Objectives Set and Printed in 2021-22 DTA**
   1. Work closely with Coastal's liaisons to identify high school students who are interested in computer related programs. **CONTINUE** – We are working on a schedule to visit high schools to introduce the programs and to gauge interest.
   2. Work closely with local businesses and Coastal's Career Center and IT Department to prepare students for the job seeking and interview processes. **COMPLETE AND ONGOING**
   3. Work directly with PIO to develop a marketing strategy including labor market information. **COMPLETE**
   4. Contact perspective students early in the registration process to ensure placement in the correct degree pathway and to plan a course of study. **COMPLETE AND ONGOING.**
   5. Gather data to document the reasons behind student withdrawals from the program. **COMPLETE**
   6. Update CTS 120 Hardware/Software Support to reflect new CompTIA A+ testing objectives. **COMPLETE**
   7. Investigate the need to offer classes using different delivery methods and alternate times. **COMPLETE**
   8. Engage students using different communication tools such as VoiceThread and Microsoft Teams. **COMPLETE**
   9. Improve the responses on the graduation and employment surveys. **CONTINUE AS REVISED** – We are looking for ways to keep in touch with graduates once they leave, either through social media or creation of an alumni program.

D. Summary of Improvements and/or Budget Decisions Based On Analysis

1. Received more input from local businesses and advisory committee members to prepare students for the job market.
2. Worked with PIO to create new rack cards to market the program and increase enrollment.
3. After receiving a list from Student Services, Faculty Advisors reached out to prospective students to ensure they register for the correct sections and help them stay the course.
4. Coordinated with Coastal Carolina Community College Success Coaches to ensure students understood multiple options before choosing to withdraw.
5. Updated CTS 120 Hardware/Software Support to ensure students are prepared for current 220-1101 and 220-1102 CompTIA A+ certifications.
6. Reviewed various course modalities and compared system-wide offerings to meet student need.
7. Utilized VoiceThread to generate new models of online discussions and Microsoft Teams to give students an alternative method of meeting with their faculty advisor that worked better for their schedule.

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. Investigate ways to increase responses on Graduate and Employer surveys.
3. Investigate the process of providing internships.
4. Develop strategies to help with retention of students.
5. Investigate ways to increase opportunities for students to successfully complete CTI 110 Web, Pgm, & Db Foundation.

F. Program/Student Learning Outcomes at Program Completion

1. Graduates of the Network Management program will be employed in related fields.
   - **50%**
   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.
   - **0%**
   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.

   - **N/A**
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.

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.

Table 9: Capstone Course–NET 289 Networking Project

Grade Distribution				Graduates	
Grade	**# of Students**	**%**		**# of Students**	**Term**
Retention Rate:					

NET 289 was canceled in 2023SP. Students took SEC 285 Systems Security Project to fulfill graduation requirement.

Table 10: Capstone Course–SEC 285 Systems Security Project

Grade Distribution				Graduates	
Grade	**# of Students**	**%**		**# of Students**	**Term**
A	2	50%		4	2023SP
B+	1	25%			
C-	1	25%			
	4				
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. Enrollment

The Information Technology–Systems Security annual unduplicated headcount for 2022-23 was 44, a 52% increase from the previous year. The freshman headcount was 29, a 53% increase from the previous year. (See Table 1.)

The certificate annual unduplicated headcount for 2022-23 was 0, a 100% decrease from the previous year. The freshman headcount was 0, a 100% decrease from the previous year. (See Table 2.)

Table 1: Systems Security (A25590S)

	Headcount		Grads		FTE			
	FRS	Ann'l Undup.	No.	%	Fall	Spring	Summer	Total
2022-23	29	44	3	16	13.28	18.59	7.84	39.71
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

Table 2: Systems Security Certificate (C25590S)

	Headcount		Grads	
	FRS	Ann'l Undup.	No.	%
2022-23	0	0	0	0
2021-22	4	4	4	100
2020-21	5	5	5	100
2019-20	N/A	N/A	N/A	N/A

III. Program Withdrawal Rate

A. Withdrawals from the College: Of the 19 students withdrawing from the College (43% withdrawal rate), none responded to the Leaver survey.

B. Changed Academic Program: Five associate students changed their academic program prior to completion.   One changed to Associate in Science, three changed to Computer Programming and Development, and one changed to Network Management.

IV. Graduation Rate

The associate degree graduation rate was 16%, 3 graduates; certificate was 0%, 0 graduates. The graduate unduplicated headcount was 3. (See Table 3.)

Table 3: Unduplicated Program Graduates 2022-23

	Graduates	Associate Degree	Certificate
Associate Degree	3	N/A	0
Certificate	0	0	N/A

V.   Goal Accomplishment

A. Of the 3 graduating students, 2 responded to the graduate survey. All graduates stated that their goal was to obtain a degree/certificate.

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

B. 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

C. Goal Accomplishment of Early Leavers in 2022-23: N/A

VI.   Successful Placement

The related employment and/or enrollment in additional education rate of the graduates responding to the survey is 50%, 0 in related employment and 1 enrolled in additional education. The one-year follow-up (Alumni Survey-Job Link) of 2021-22 unduplicated graduates showed no more graduates in related employment or enrolled in additional education for a placement rate of 50%. (See Table 4.)

Table 4: Job Placement Follow-Up Results
Graduation Rate/Successful Placement Scale (Internal Benchmark)
Unsatisfactory   Satisfactory
0-49%................................50-100%

	Re-sponses	Related Employ.	Unrelated employ.	Un-employ.	More Educ.	Un-known	1-yr Follow-up Related Emp.
2022-23	2	0 (0%)	1	1	1	0	
2021-22	2	1 (50%)	1	0	0	0	Unch (50%)
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 percentages are calculated by using number of responses.

VII.   Employer Survey Results

Zero surveys were sent, and zero responses were received. No graduates checked "do not contact" their employer. (See Table 5.)

Table 5: Employer Survey Results–Evaluation of Students in Related Field Only
Excellent   Above Avg.   Average   Below Avg.   Poor

5 - - - - - -   - - - - 4 - - - -   - - - 3 - - -   - - - 2 - - -   - - - 1

	Responses (0 of 0)
Performance of vocational or technical skills	N/A
Effective communication in speaking, writing, reading and listening	N/A
Demonstrates the needed math skills	N/A
Uses information to analyze problems and make logical decisions	N/A
Demonstrates good work habits	N/A
If the need arises, would you hire a Coastal graduate in the future?	N/A
Overall rate of satisfaction with Coastal graduate employee	N/A

VIII. Certification/Licensure

Not applicable.

IX. Advisory Committee

This year's meeting focused on incorporating some new security concepts, specifically CIS controls (best practices), into both the Network Management and Systems Security programs. There was more of a focus on security over specific hardware implementations, such as the use of virtual machines, in the local businesses and organizations that were represented at the meeting. Discussion also included job placement challenges. While one local business offered an internship to one of our students two years ago, others have not had the means to create positions in their organizations. However, entry-level positions are becoming available for students who are nearing graduation. In preparation for these job opportunities, committee members have offered to be guest speakers to the students and to participate in future mock interviews. Committee members have also offered opportunities for students to shadow some of their employees to get a better understanding of how the real-world works.

X. Student Opinion Survey

A. Withdrawals from the College: N/A

B. Graduates from the Program: The opinion survey reveals that Graduates rated Quality of Instruction in Program Areas, Quality of Instruction in Other Courses, Overall Quality of Academic Program, Teaching Facilities, and Equipment average. (See Table 6.)

Table 6: Student Opinion Survey Results

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

	Graduates (2 of 3)	Withdrawals (0 of 19)
Quality of Instruction in Program Areas	3.00	N/A
Quality of Instruction in Other Courses	3.00	N/A
Overall Quality of Academic Program	3.00	N/A
Teaching Facilities	3.00	N/A
Equipment	3.00	N/A

XI. 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: Nationally, this occupation is expected to increase 32% through 2032. In North Carolina, this occupation is expected to increase 51% through 2030. There are 550 annual vacancies expected for this occupation in North Carolina. Table 7 provides annual salary data for information security analysts.

US source: Bureau of Labor Statistics 2022-2032 employment projections
NC source: Projections Central 2020-2030 long-term projections

Table 7: Information Security Analysts Annual Salary Data

Average Salary	Minimum Annual/Hour	Median Annual/Hour	High Annual/Hour
National	$66,010/$31.73	$112,000/$53.85	$174,540/$83.91
State	$76,100/$36.59	$117,860/$56.66	$175,320/$84.29
Local	NA	NA	NA
Source: Bureau of Labor Statistics 2022 wage data			

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.

XII. Operating Budget

Table 8: Operating Budget:

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2022-23	0	0	7,745	8,080	560	560
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

2022-23 – There was an unexpected increase in a necessary NET Support Software 216 license renewal. Perkins Grant funds were utilized to purchase forty-two computers for labs used by Computer Programming, Network Management, and Systems Security programs.
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.

XIII. 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, some of which is performed on weekends and outside typical working hours.

C. **Progress and Response to Objectives Set and Printed in 2021-22 DTA**
1. Work closely with Coastal's liaisons to identify high school students who are interested in computer-related programs. **CONTINUE** – We are working on a schedule to visit high schools to introduce the programs and to gauge interest.
2. Work closely with local businesses and Coastal's Career Center and IT Department to prepare students for the job seeking and interview processes. **COMPLETE AND ONGOING**
3. Contact perspective students early in the registration process to ensure placement in the correct degree pathway and to plan a course of study. **COMPLETE AND ONGOING**
4. Gather data to document the reasons behind student withdrawals from the program. **COMPLETE**
5. Investigate the need to offer classes using different delivery methods and alternate times. **COMPLETE**
6. Engage students using different communication tools such as VoiceThread and Microsoft Teams. **COMPLETE**
7. Investigate ways to help students with preparation for industry certifications such as the CompTIA Security+ certification. **COMPLETE**
8. Implement program pathways for CCP students. **COMPLETE**

D. **Summary of Improvements/Budget Decision Based On Analysis**
1. Received more input from local businesses and advisory committee members to prepare students for the job market.
2. After receiving a list from Student Services, Faculty Advisors reached out to prospective students to ensure they register for the correct sections and help them stay the course.
3. Coordinated with Coastal Carolina Community College Success Coaches to ensure students understood multiple options before choosing to withdraw.
4. Reviewed various course modalities and compared system-wide offerings to meet student need.

5. Utilized VoiceThread to generate new models of online discussions and Microsoft Teams to give students an alternative method of meeting with their faculty advisor that worked better for their schedule.
6. Incorporated practice tests into all SEC course offerings to ensure students are better prepared for current SY0-601 and SY0-701 CompTIA Security+ certifications.

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. Investigate ways to increase responses on Graduate and Employer surveys.
3. Investigate the process of providing internships.
4. Develop strategies to help with retention of students.
5. Investigate ways to increase opportunities for students to successfully complete CTI 110 Web, Pgm, & Db Foundation.

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.

   50% 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   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.
   3. N/A

   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.

Table 9: Capstone Course–SEC 285 Systems Security Project

Grade Distribution				Graduates	
Grade	**# of Students**	**%**		**# of Students**	**Term**
A	2	67%		2	2023SP
B+	1	33%			
	3				
Retention Rate:		100%			

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. Enrollment

The annual unduplicated headcount for 2022-23 was 18, a 6% increase from the previous year. The freshman headcount was 8, a 33% decrease from the previous year. (See Table 1.)

Table 1: Associate (A45420)

	Headcount		Grads		FTE			
	FRS	Annual Undup.	No.	%	Fall	Spring	Summer	Total
2022-23	8	18	10	83	16.88	16.22	1.94	35.04
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

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%.

III. Program Withdrawal Rate

A. Withdrawals from the College: No students withdrew from the college.

B. Changed Academic Program: No students changed their program prior to completion.

IV. Graduation Rates

The graduation rate was 83%, 10 graduates. (See Table 1.)

The graduation rate(s) for NAACLS accreditation are based on the students entering the "final half" of the MLT program. The students who are considered within the cohort of students entering the "final half" of the program are those who are enrolled fall semester of the second year of the program. For the 2022-2023 academic year, 10 of the 10 students were enrolled in the second half of the program. 10 out of the 10 graduated, resulting in a graduation rate of 100.0%.

Table 2: NAACLS Graduation Rate

	For students slated to graduate in the time periods below:		
	7/1/20-6/30/21	**7/1/21-6/30/22**	**7/1/22-6/30/23**
# who began the "final half" of the program	6	6	10
# who began the "final half" of the program and graduated	5	4	10
Yearly Attrition Rate	17	33	0
Yearly Graduation Rate	83	67	100

Furthermore, NAACLS Standard II.B states the program's graduation rate should demonstrate a three-year average of at least 70% of students who began the final half of the program go on to successfully graduate

from the program as calculated by the most recent three-year period. Based upon the data in Table 2, the three-year graduation rate is 86%.

V. Goal Accomplishment

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

Of the 10 graduating students, 9 responded to the graduate survey. All graduates stated that their goal was to obtain a degree.

Upon graduating, 67% (6 graduates) said they had fully accomplished their goal, and 33% (3 graduates) partially accomplished their goal.

B. 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

C. Goal Accomplishment of Early Leavers in 2022-23: N/A

VI. Successful Placement

The related employment and/or enrollment in additional education rate of the graduates responding to the survey is 78%, 4 in related field and 4 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 2021-22 showed no more graduates in related employment or enrolled in additional education for a placement rate of 50%. (See Table 3.)

Table 3: Job Placement Follow-Up Results

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

	Re-sponses	Related Employ.	Unrelated Employ.	Un employ.	More Educ.	Un-known	1-yr Follow-up Related Emp.
2022-23	9	4 (44%)	3	1	4	1	
2021-22	4	2 (50%)	0	2	1	0	Unch (50%)
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%)

2022-23 – One student enrolled in additional education is also in related employment.
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.
Note: Employment status percentages are calculated using the number of responses.

NAACLS Standard II.B states the program's graduate placement rate should demonstrate a three-year average of at least 70% of respondent graduates either finding employment in the field or a closely related field (for those who seek employment) or continuing their education within one year of graduation as calculated by the most recent three-year period. Based upon the data in Table 3, the three-year placement rate after one year of graduation is 76%.

VII. Employer Survey Results

Two surveys were sent, and one response was received. Two graduates checked "do not contact" their employer. (See Table 4.)

Table 4: Employer Survey Results–Evaluation of Student sin Related Field Only

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

	Responses (1 of 2)
Performance of vocational or technical skills	4.00
Effective communication in speaking, writing, reading and listening	4.00
Demonstrates the needed math skills	4.00
Uses information to analyze problems and make logical decisions	4.00
Demonstrates good work habits	5.00
If the need arises, would you hire a Coastal graduate in the future?	100% Yes
Overall rate of satisfaction with Coastal graduate employee	5.00

VIII.   Certification/Licensure

The 2022-23 certification/licensure first-time passing rate was 100%. (See Table 5.)

Table 5: 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
2022-23	9	9	0	100	N/A	100
2021-22	3	3	0	100	N/A	100
2020-21	5	5	0	100	N/A	100
2019-20	11	8	3	73	0	73
2018-19	9	9	0	100	N/A	100

NAACLS Standard II.B states the program's graduate certification rate should demonstrate a three-year average of at least 75% for graduates who take the exam within the first year of graduation as calculated by the most recent three-year period. Based upon the data in Table 6, the three-year certification rate is 100%.

IX.   Advisory Committee

The Advisory Committee met twice during the 2022-2023 academic year. Gina Reinhart shared with the committee how she was updating and restructuring both the lecture and lab components of the MLT courses. She also shared with them several lab equipment updates that were happening in the lab space. She expressed the need for a Program Director and requested that the committee advertise for qualified applicants.

X.   Student Opinion Survey

A. **Withdrawals from the College:** N/A

B. **Graduates from the Program:** The opinion survey reveals that Graduates rated Quality of Instruction in Other Courses above average; Quality of Instruction in Program Areas, Overall Quality of Academic Program, and Teaching Facilities average; Equipment below average. (See Table 6.)

Table 6: Student Opinion Survey Results

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

	Graduates (9 of 10)	Withdrawals (0 of 0)
Quality of Instruction in Program Areas	2.89	N/A
Quality of Instruction in Other Courses	3.67	N/A
Overall Quality of Academic Program	2.67	N/A
Teaching Facilities	2.89	N/A
Equipment	2.44	N/A

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

A. Staffing: The program is staffed with 1 full-time and 1 part-time SACSCOC-qualified instructor. In addition to MLT courses, the Interim Program Director teaches a variety of related biology courses.

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. Outdated equipment has been removed from the lab space and new equipment that has been in storage has been moved into the lab space and is awaiting installation.

Equipment – The lab is equipped with a variety of instruments, including a new autoclave. There is a need to continue to identify instruments and equipment to align more closely with the clinical sites.

C. Employment Demand: Nationally, employment opportunities for medical and clinical laboratory technicians are expected to increase by 7% through 2032. In North Carolina, this occupation is expected to increase 14% through 2030. There are 980 annual vacancies expected for this occupation in North Carolina. Table 7 provides annual salary data for medical and clinical laboratory technicians.

US source: Bureau of Labor Statistics 2022-2032 employment projections
NC source: Projections Central 2020-2030 long-term projections

Table 7: Medical and Clinical Laboratory Technicians Annual Salary Data

Average Salary	Minimum Annual/Hour	Median Annual/Hour	High Annual/Hour
National	$35,220/$16.93	$57,380/$27.59	$84,670/$40.71
State	$34,070/$16.38	$49,640/$23.87	$78,020/$37.51
Local	$29,820/$14.34	$36,440/$17.52	$66,310/$31.88
Source: Bureau of Labor Statistics 2022 wage data			

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 assist with academic preparation.

XII. Operating Budget

Table 8: Operating Budget

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2022-23	13,000	16,039	31,146	31,165	882	632
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

2022-23 – Equipment funds were used to purchase a new autoclave. The quote for the autoclave was higher than anticipated. Due to personnel transition, Professional Development and Travel expenditures were less than anticipated.
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.

XIII. 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. In comparison to previous years, the response rate for the graduate surveys was higher. This year there were 10 students scheduled to graduate. All ten graduated, exceeding our benchmark of 90%. In addition, 9 out of 10 graduates sat for and passed the ASCP certification exam.

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. Due to staffing constraints at clinical sites, placement of students in clinicals for all rotations is becoming challenging. 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.

C. **Progress and Response to Objectives Set and Printed in 2021-22 DTA**
   1. With a change in Program Director, continue to build upon our relationships with our clinical site affiliates. **COMPLETE**
   2. Hire a MLT Program Director. **COMPLETE**
   3. Work with the Career Center to research and develop strategies to increase recruitment and retention of students within the Medical Laboratory Technology program. **COMPLETE AND ONGOING**
   4. In an effort to increase student success and retention, integrate LAB CE will be a requirement in their coursework. **COMPLETE AND ONGOING**
   5. Continue efforts to facilitate student success and retention in MLT 269 MLT Practicum II to increase our success rate. **COMPLETE AND ONGOING**
   6. Research and investigate new equipment to be in greater alignment within the clinical setting. **COMPLETE**

D. **Summary of Improvements and/or Budget Decisions Based On Analysis**
   1. Clinical site partnerships have improved by increasing communication and frequency of site visits.
   2. We have successfully hired a new Program Director who meets the requirements according to NAACLS and SACSCOC.

3. The Program Director worked with the Career Center and sponsored a table during campus events for recruitment. In addition, the MLT instructor worked with the Success Coaches to ensure students were staying the course.
4. LAB CE has been integrated into the course curriculum to align objectives and assessments with national ASCP certification exam.

E. Program Objectives/Action for the Next 1 to 2 Years

1. Investigate additional clinical sites to ensure that course objectives and competencies are being met within the clinical setting.
2. Purchase new laboratory equipment that aligns with what students are experiencing in the clinicals.
3. Ensure that the new Program Director attends the accreditation conference as required by NAACLS.
4. Collaborate with Student Services to advocate for and recruit new medical laboratory professionals.
5. Determine if the current course sequence within the program can be improved to help students navigate and stay the course.
6. Explore renovation of the current MLT lab space.
7. Promote student engagement through implementation of instructional best practices.

F. Program/Student Learning Outcomes at Program Completion

1. Graduates of the Medical Laboratory Technology program will be technically proficient in clinical laboratory determinations.

100%
    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.

78%
    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.

50%
    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. 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 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.

Table 9: Capstone Course–MLT 259 MLT Practicum I

Grade Distribution			Graduates	
Grade	**# of Students**	**%**	**# of Students**	**Term**
A	2	20%	10	2023SP
A-	1	10%		
B+	3	30%		
B	2	20%		
C+	2	20%		
	10			
Retention Rate:		100%		

Table 10: Capstone Course–MLT 269 MLT Practicum II

Grade Distribution		
Grade	**# of Students**	**%**
A	2	20%
A-	1	10%
B+	5	50%
B	2	20%
	10	
Retention Rate:		100%

MEDICAL OFFICE ADMINISTRATION (A25310)

Medical Office Administration Diploma (D25310), Dental Office Administration Diploma (D25310D), Medical Insurance and Coding Certificate (C25310B), Medical Document Specialist Certificate (C25310C)

I.   Description

This curriculum prepares individuals for employment in medical and other healthcare related offices. Coursework will include medical terminology; information systems; office management; medical coding, billing and insurance; legal and ethical issues; and formatting and word processing. Students will learn administrative and support functions and develop skills applicable in medical environments.

Employment opportunities are available in medical and dental offices, hospitals, insurance companies, laboratories, medical supply companies, and other healthcare related organizations.

II.   Enrollment

The associate annual unduplicated headcount for 2022-23 was 62, no change from the previous year. The associate freshman headcount was 29, a 3% decrease from the previous year. (See Table 1.)

The Medical Office Administration diploma annual unduplicated headcount for 2022-23 was 1. The freshman headcount was 1. This is the first year of the diploma program. (See Table 2.)

The Dental Office Administration diploma annual unduplicated headcount for 2022-23 was 2. The freshman headcount was 2. This is the first year of the diploma program. (See Table 3.)

The certificate annual unduplicated headcount for 2022-23 was 11, a 52% decrease from the previous year. The certificate freshman headcount was 9, a 59% decrease from the previous year. (See Table 4.)

Table 1: Medical Office Administration (A25310)

	Headcount		Grads		FTE			
	FRS	Annual Undup.	No.	%	Fall	Spring	Summer	Total
2022-23	29	62	11	37	16.44	18.25	7.00	41.69
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

Table 2: Medical Office Administration Diploma (D25310)

	Headcount		Grads		FTE			
	FRS	Ann'l Undup.	No.	%	Fall	Spring	Summer	Total
2022-23	1	1	1	100	0.00	0.00	0.00	0.00

Table 3: Dental Office Administration Diploma (D25310D)

	Headcount		Grads		FTE			
	FRS	Ann'l Undup.	No.	%	Fall	Spring	Summer	Total
2022-23	2	2	0	0	1.06	0.41	0.00	1.47

Table 4: Certificates (Includes all certificates, unduplicated)

	Headcount		Grads		FTE			
	FRS	Annual Undup.	No.	%	Fall	Spring	Summer	Total
2022-23	9	11	10	91	0.88	0.72	0.00	1.60
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

III.   Program Withdrawal Rate

A. **Withdrawals from the College:** Of the 19 students (18 associate and 1 certificate) withdrawing from the College (26% withdrawal rate), none responded to the Leaver survey.

B. **Changed Academic Program:** Nine students (7 associate and 2 diploma) changed their academic program prior to completion. Three students changed to Associate in Arts, one to Paralegal Technology, one to Associate in General Education Nursing, one to Accounting and Finance, two to Office Administration, and one to Visiting.

IV.   Graduation Rate

The associate graduation rate was 37%, 11 graduates. The Medical Office Administration diploma graduation rate was 100%, 1 graduate. The Dental Office Administration diploma graduation rate was 0%, 0 graduates. The certificate graduation rate was 91%, 10 graduates. The unduplicated graduate headcount was 21. (See Table 5.)

Table 5: Unduplicated Program Graduates 2022-23

	Graduates	Associate Degree	Medical Office Diploma	Dental Office Diploma	Medical Trans. Cert.	Medical Insur. & Coding Cert.	Medical Document Spec. Cert.
Associate Degree	11	N/A	0	0	1	1	1
Medical Office Diploma	1	0	N/A	0	0	0	0
Dental Office Diploma	0	0	0	N/A	0	0	0
Medical Trans. Cert.	1	1	0	0	N/A	1	1
Medical Insur. & Coding Cert.	8	1	0	0	1	N/A	1
Medical Document Spec. Cert.	3	1	0	0	1	1	N/A

Note: The table shows students who graduated with one or more credential.
One student graduated with an Associate Degree, C25310A, C25310B, and C25310C.

V.   Goal Accomplishment

A. **Goal Accomplishment of Graduates:** Of the 21 graduating students, 16 responded to the graduate survey. All graduates stated that their goal was to obtain a degree/certificate.

Upon graduating, 88% (14 graduates) of those responding to the survey said that they had fully accomplished their goal, and 13% (2 graduates) said that they had partially accomplished their goal.

B. **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

C. **Goal Accomplishment of Early Leavers in 2022-23:** N/A

VI.   Successful Placement

The related employment and/or enrollment in additional education rate of the graduates responding to the survey is 63%, 4 in related employment and 8 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 2021-22 graduates showed one more graduate in related employment or enrolled in additional education for a placement rate of 78%. (See Table 6.)

Table 6: Job Placement Follow-Up Results

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

	Re-sponses	Related Employ.	Unrelated Employ.	Un-employ.	More Educ.	Un-known	1-yr Follow-up Related Emp.
2022-23	16	4 (25%)	6	6	8	0	
2021-22	9	2 (22%)	3	4	5	0	1 (33%)
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%)

2022-23 – Two graduates enrolled in additional education are also in related employment.
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.
Note: Employment status percentages are calculated using number of responses.

VII.   Employer Survey Results

Three surveys were sent, and one response was received. No graduates checked "do not contact" their employer. (See Table 7.)

Table 7: Employer Survey Results–Evaluation of Students in Related Field Only

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

	Responses (1 of 3)
Performance of vocational or technical skills	5.00
Effective communication in speaking, writing, reading and listening	5.00
Demonstrates the needed math skills	5.00
Uses information to analyze problems and make logical decisions	5.00
Demonstrates good work habits	5.00
If the need arises, would you hire a Coastal graduate in the future?	100% Yes
Overall rate of satisfaction with Coastal graduate employee	5.00

VIII.   Certification/Licensure

Not applicable.

IX.   Advisory Committee

The Advisory Committee met on May 5, 2023, 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 and Tyler Willis 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.

Most of the meeting was focused on the possibility of teaching out the Office Administration Program. The committee all agreed that the skills taught in the curriculum were all still needed and relevant to the current job market. April Parker discussed her interactions with Department Heads of other community colleges in the NCCCS and their concerns as well. After the next Desktop Audit, committee members will be updated of any new information. A discussion was held about the need for dual monitors in classrooms. The committee agreed this would benefit students in courses such as electronic health records and would better simulate a medical office. New course offerings were discussed. April Parker asked the committee to let her know of any medical coders who would possibly be interested in adjunct teaching, as Josephine Molinas had recently resigned. As always, committee members were reminded to keep Coastal graduates in mind as they become aware of job opportunities within our community.

X.   Student Opinion Survey

A. **Withdrawals from the College:** N/A

B. **Graduates from the Program:** The opinion survey reveals that Graduates rated Quality of Instruction in Program Areas, Quality of Instruction in Other Courses, Overall Quality of Academic Program, Teaching Facilities, and Equipment excellent. (See Table 8.)

Table 8: Student Opinion Survey Results

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

	Graduates (16 of 21)	Withdrawals (0 of 19)
Quality of Instruction in Program Areas	4.87	N/A
Quality of Instruction in Other Courses	4.73	N/A
Overall Quality of Academic Program	4.73	N/A
Teaching Facilities	4.73	N/A
Equipment	4.60	N/A

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

A. **Staffing:** The equivalent of 2 full-time SACSCOC-qualified instructors teach in both the Medical Office Administration and Office Administration programs, with 6.87% of courses taught by adjuncts.

B. **Facilities/Equipment:**

Facilities – The current facilities are adequate.

Equipment – The current facilities are adequate.

C. **Employment Demand:** Nationally, employment opportunities for medical secretaries and administrative assistants are expected to increase at a faster than average rate increasing 7% through 2032. In North Carolina, this occupation is expected to increase 12% through 2030. There are 1,630 annual vacancies expected for this occupation in North Carolina. Table 9 provides annual salary data for medical secretaries and administrative assistants.

US source: Bureau of Labor Statistics 2022-2032 employment projections
NC source: Projections Central 2020-2030 long-term projections

Table 9: Medical Secretaries and Administrative Assistants Annual Salary Data

Average Salary	Minimum Annual/Hour	Median Annual/Hour	High Annual/Hour
National	$30,230/$14.53	$38,500/$18.51	$55,620/$26.74
State	$30,100/$14.47	$38,640/$18.10	$46,900/$22.55
Local	$26,990/$12.98	$32,200/$15.48	$40,180/$19.32
Source: Bureau of Labor Statistics 2022 wage data			

Nationally, employment opportunities for medical records specialists are expected to increase 9% through 2032. In North Carolina, this occupation is expected to increase 9% through 2030. There are 990 annual vacancies expected for this occupation in North Carolina. Table 10 provides annual salary data for medical records specialists.

US source: Bureau of Labor Statistics 2022-2032 employment projections
NC source: Projections Central 2020-2030 long-term projections

Table 10: Medical Records Specialists Annual Salary Data

Average Salary	Minimum Annual/Hour	Median Annual/Hour	High Annual/Hour
National	$31,710/$15.25	$47,180/$22.82	$75,460/$36.28
State	$30,700/$14.76	$45,200/$21.73	$65,350/$31.42
Local	$35,300/$16.97	$49,550/$23.82	$65,110/$31.30
Source: Bureau of Labor Statistics 2022 wage data			

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.

XII. Operating Budget

Table 11: Operating Budget:

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2022-23	0	0	287	286	0	0
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)

2022-23 – Perkins Grant funds were utilized.
Note: Amounts can be transferred between supplies and travel.

IV. 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. After shadowing local offices to identify skill sets beneficial to the program, the faculty were able to update the department web page with current tracking charts and departmental information.

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 2021-22 DTA**
1. Two instructors will attend the North Carolina Computer Instructor Association Conference. **DELETED**

2. Coordinate with surrounding healthcare system entities to increase student employment rates. **CONTINUE** – The goal of finding employment and interacting with local businesses never ends as changes in healthcare are changing every day and we must update our curriculum.
3. Shadow local offices to identify skill sets beneficial to the program. **COMPLETE**
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.   **CONTINUE AS REVISED** – Speak with high school counselors and teachers to understand what is taught in high school courses.
5. Update the department web page with current tracking charts and departmental information. **COMPLETE**
6. Complete transcription reviews with program leavers and assist these students in completing the program. **COMPLETE**
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. **DELETED**
8. Increase graduation survey responses by contacting students who have not completed the survey. **COMPLETE AND ONGOING**

D. Summary of Improvements and/or Budget Decisions Based On Analysis
   1. Shadowed local offices to identify skill sets beneficial to the program.
   2. Working with PIO, we updated the department web page with current tracking charts and departmental information.
   3. After receiving our list of program leavers from Institutional Effectiveness and Student Success Office, each student was contacted by the department head to bring them back into the program.
   4. Created online, electronic surveys and submitted it to graduates in order to increase the overall graduation survey responses.
   5. Students completed MED 116 Introduction to Anatomy and Physiology, Spring 2023 semester with 100% of students receiving a C average or higher. This has increased since prior semesters, to include, Spring 2021 (88%), Fall 2021 (87%), and Fall 2022 (77%). Faculty will continue implementing these strategies to pursue future success in this course.
   6. New students are contacted and followed throughout the application process to ensure correct course selections and address concerns along the pathway to registration.

E. Program Objectives/Action for the Next 1 to 2 Years
   1. Coordinate with surrounding healthcare system entities to increase student employment rates.
   2. Investigate the feasibility of creating a Career and Technical Education (CTE) certificate within the Career and College Promise (CCP) program.
   3. Investigate the incorporation of HyFlex learning for medical office administration courses in an effort to improve student success and increase enrollment.
   4. Coordinate with Student Services and the Admissions Office to help incoming students "Chart the Course" during their onboarding process in an effort to increase student retention. New applicants will be contacted by our department and offered support as they go through the admissions steps. This ensures that students do not get lost in the process.
   5. One instructor will complete the American Association of Professional Coders (AAPC) CPC Exam Preparation Course.
   6. Utilize support services on campus to increase student retention.

F. Program/Student Learning Outcomes at Program Completion
   1. Graduates of the Medical Office Administration program will be employed in the field.

63%
      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.

78%
      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.

4.87

    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 Admin 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.

Table 12: Capstone Course–OST 288 Medical Office Admin Capstone

Grade Distribution				Graduates	
Grade	**# of Students**	**%**		**# of Students**	**Term**
A	11	58%		9	2023SP
A-	5	26%			
B+	2	11%			
C-	1	5%			
	19				
Retention Rate:		100%			

OFFICE ADMINISTRATION (A25370)

Office Software Certificate (C25370), Customer Service Certificate (C25370A)

I. Description

The Office Administration curriculum prepares individuals for positions in administrative support careers. It equips office professionals to respond to the demands of a dynamic computerized workplace.

Students will complete courses designed to develop proficiency in the use of integrated software, oral and written communication, analysis and coordination of office duties and systems, and other support topics. Emphasis is placed on nontechnical as well as technical skills.

Graduates should qualify for employment in a variety of positions in business, government, and industry. Job classifications range from entry level to supervisor to middle management.

II. Enrollment

The annual associate unduplicated headcount for 2022-23 was 23, a 15% decrease from the previous year. The associate freshman headcount was 7, a 42% decrease from the previous year. (See Table 1.)

The annual certificate unduplicated headcount for 2022-23 was 3, a 67% decrease from the previous year. The certificate freshman headcount was 3, a 63% decrease from the previous year. (See Table 2 through 3.)

Table 1: Office Administration (A25370)

	Headcount		Grads		FTE			
	Freshmen	Annual Undup.	No.	%	Fall	Spring	Summer	Total
2022-23	7	23	6	50	6.94	4.97	1.06	12.97
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

Table 2: Office Software Certificate (C25370)

	Headcount		Grads	
	Freshmen	Annual Undup.	No.	%
2022-23	3	3	3	100
2021-22	5	5	5	100
2020-21	8	8	8	100
2019-20	16	16	13	81
2018-19	8	8	7	88

Table 3: Customer Service Certificate (C25370A)

	Headcount		Grads	
	Freshmen	Annual Undup.	No.	%
2022-23	0	0	0	0
2021-22	8	9	8	100
2020-21	9	9	8	89
2019-20	16	16	13	81
2018-19	8	8	7	88

III. Program Withdrawal Rate

A. Withdrawals from the College: Of the 7 associate students withdrawing from the College (30% withdrawal rate), none responded to the Leaver survey.

B. **Changed Academic Program:** Three students changed their academic program prior to completion. One changed to Medical Office Administration, one to Network Management, and one to Early Childhood-Career Track.

IV. Graduation Rate

The associate graduation rate was 50%, 6 graduates. The certificate graduation rate was 100%, 3 graduates. The unduplicated graduate headcount was 9. (See Table 4.)

Table 4: Unduplicated Program Graduates 2022-23

	Graduates	Associate Degree	Office Software Certificate	Customer Service Certificate
Associate Degree	6	N/A	0	0
Office Software Certificate	3	0	N/A	0
Customer Service Certificate	0	0	0	N/A

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

V. Goal Accomplishment

A. **Goal Accomplishment of Graduates:** Of the 9 graduating students, 7 responded to the graduate survey. All graduates stated that their goal was to obtain a degree/certificate.

Upon graduating, 57% (4 graduates) of those responding with a goal to the survey said that they had fully accomplished their goal, and 43% (3 graduates) said they partially accomplished their goal.

B. **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

C. **Goal Accomplishment of Early Leavers in 2022-23:** N/A

VI. Successful Placement

The related employment and/or additional enrollment rate of the graduates responding to the survey is 57%, 3 in related employment and 3 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 2021-22 graduates showed no more graduates in related employment or enrolled in additional education for a placement rate of 100%. (See Table 5.)

Table 5: Job Placement Follow-Up Results
> Graduation Rate/Successful Placement Scale (Internal Benchmark)
> Unsatisfactory…………Satisfactory
> 0-49%...............................50-100%

	Re-sponses	Related Employ.	Unrelated Employ.	Un-employ.	More Educ.	Unknown	1-yr Follow-up Related Emp.
2022-23	7	3 (43%)	0	4	3	0	
2021-22	5	4 (80%)	0	1	2	0	Unch (80%)
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%)

2022-23 – Two graduates in additional education are also in related employment.
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.

VII.   Employer Survey Results

Two surveys were sent, and zero responses were received. One graduate checked "do not contact" their employer. (See Table 6.)

Table 6: Employer Survey Results–Evaluation of Student sin Related Field Only

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

	Responses (0 of 2)
Performance of vocational or technical skills	N/A
Effective communication in speaking, writing, reading and listening	N/A
Demonstrates the needed math skills	N/A
Uses information to analyze problems and make logical decisions	N/A
Demonstrates good work habits	N/A
If the need arises, would you hire a Coastal graduate in the future?	N/A
Overall rate of satisfaction with Coastal graduate employee	N/A

VIII.   Certification/Licensure

Not applicable.

IX.   Advisory Committee

The Advisory Committee met on May 5, 2023, 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 and Tyler Willis 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. Most of the meeting was focused on the possibility of teaching out the Office Administration Program. The committee all agreed that the skills taught in the curriculum were all still needed and relevant to the current job market. April Parker discussed her interactions with Department Heads of other community colleges in the NCCCS and their concerns as well. After the next Desktop Audit, committee members will be updated of any new information. A discussion was held about the need for dual monitors in classrooms. The committee agreed this would benefit students in courses such as electronic health records, and would better simulate a medical office. New course offerings were discussed. April Parker asked the committee to let her know of any medical coders who would possibly be interested in adjunct teaching, as Josephine Molinas had recently resigned. As always, committee members were reminded to keep Coastal graduates in mind as they become aware of job opportunities within our community.

X.   Student Opinion Survey

A.   **Withdrawals from the College:** N/A

B.   **Graduates from the Program:** The opinion survey reveals that 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 Table 7.)

Table 7: Student Opinion Survey Results

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

	Graduates (7 of 9)	Withdrawals (0 of 7)
Quality of Instruction In Program Areas	4.29	N/A
Quality of Instruction in Other Courses	3.86	N/A
Overall Quality of Academic Program	4.14	N/A
Teaching Facilities	4.14	N/A
Equipment	4.14	N/A

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

A. **Staffing:** The equivalent of 2 full-time SACSCOC-qualified instructors teach in both the Office Administration and Medical Office Administration programs, with 6.87% 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:** Nationally, employment opportunities for secretaries and administrative assistants are expected to decrease 12% through 2032. In North Carolina, this occupation is expected to decrease 5% through 2030. There are 6,190 annual vacancies expected for this occupation in North Carolina. Table 8 provides annual salary data for secretaries and administrative assistants.

US source: Bureau of Labor Statistics 2022-2032 employment projections
NC source: Projections Central 2020-2030 long-term projections

Table 8: Secretaries and Administrative Assistants Annual Salary Data

Average Salary	Minimum Annual/Hour	Median Annual/Hour	High Annual/Hour
National	$29,000/$13.94	$41,000/$19.71	$60,790/$29.23
State	$28,640/$13.77	$38,960/$18.73	$53,070/$25.51
Local	$21,810/$10.49	$36,090/$17.35	$50,980/$24.51
Source: Bureau of Labor Statistics 2022 wage data			

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.

XII. Operating Budget

Table 9: Operating Budget:

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2022-23	0	0	0	0	0	0
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

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XIII. 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. After shadowing local offices to identify skill sets beneficial to the program, faculty were able to update the department web page with current tracking charts and departmental information.

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 2021-22 DTA**
   1. One instructor will attend the North Carolina Computer Instructors Association Conference. **DELETED**
   2. Coordinate with surrounding business offices to increase student employment rates. **CONTINUE** – The goal of finding employment and interacting with local businesses never ends as changes continue in technology and we must update our curriculum.
   3. Shadow local offices to identify skill sets beneficial to the program. **COMPLETE**
   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. **CONTINUE AS REVISED** – Speak with high school counselors and teachers to understand what is taught in high school courses.
   5. Update the department web page with current tracking charts and departmental information. **COMPLETE**
   6. Complete transcription reviews with program leavers and assist these students in completing the program. **COMPLETE**
   7. Increase graduation survey responses by contacting students who have not completed the survey. **COMPLETE AND ONGOING**
   8. Investigate the long-term viability of the program. **CONTINUE** – Continue to follow the state-wide realignment discussions and monitor enrollment.
   9. Implement strategies to obtain employer surveys. **DELETED** – A fillable form was created to deliver the survey in a modern format.

D. **Summary of Improvements and/or Budget Decisions Based On Analysis**
   1. Shadowed local offices to identify skill sets beneficial to the program.
   2. Working with PIO, we updated the department web page with current tracking charts and departmental information.
   3. After receiving our list of program leavers from Institutional Effectiveness and Student Success Office, each student was contacted by the Department Head in an effort to bring them back into the program.
   4. Created online, electronic surveys and submitted them to graduates in order to increase the overall graduation survey responses.
   5. New students are contacted and followed throughout the application process to ensure correct course selections and address concerns along the pathway to registration.
   6. Finalized the transition from MS Office 2019/Windows 10 to MS Office 365/Windows 11 training environments.

E. **Program Objectives/Action for the Next 1 to 2 Years**
   1. Coordinate with surrounding business offices to increase student employment rates.
   2. Investigate the feasibility of creating a Career and Technical Education (CTE) certificate within the Career and College Promise (CCP) program.
   3. Investigate the long-term viability of the program.
   4. Investigate the incorporation of HyFlex learning for Office Administration courses in an effort to improve student success.

5. Coordinate with Student Services and the Admissions Office to help incoming students "Chart the Course" during their onboarding process in an effort to increase student retention. New applicants will be contacted and offered support as they go through the admissions steps. This ensures that students do not get lost in the process.
6. Research Copilot integration in Microsoft Excel showing students how to increase productivity by using artificial intelligence prompts to write formulas.
7. Utilize support services on campus to increase student retention.

F. Program/Student Learning Outcomes at Program Completion
1. Graduates of the Office Administration program will be employed in the field.

57%
   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.

100%
   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 or continuing their education.

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.

4.29
   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.

Table 10: Capstone Course–OST 289 Office Admin Capstone

Grade Distribution				Graduates	
Grade	**# of Students**	**%**		**# of Students**	**Term**
A	2	50%		3	2023SP
B	1	25%			
C-	1	25%			
	4				
Retention Rate:		100%			

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 searches, 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.   Enrollment

The associate annual unduplicated headcount for 2022-23 was 50, a 2% decrease from the previous year. The freshman headcount was 28, a 13% decrease from the previous year. (See Table 1.)

The diploma annual unduplicated headcount for 2022-23 was 11, a 27% decrease from the previous year. The freshman headcount was 6, a 50% decrease from the previous year. (See Table 2.)

The certificate annual unduplicated headcount for 2022-23 was 12, a 43% decrease from the previous year. The freshman headcount was 12, a 40% decrease from the previous year. (See Table 3 through 6.)

Table 1: Paralegal Technology (A25380)

	Headcount		Grads		FTE			
	Freshmen	Ann'l Undup.	No.	%	Fall	Spring	Summer	Total
2022-23	28	50	4	13	13.03	13.91	8.31	35.25
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

Table 2: Diploma (D25380)

	Headcount		Grads	
	Freshmen	Ann'l Undup.	No.	%
2022-23	6	11	4	67
2021-22	12	15	4	33
2020-21	11	13	10	91
2019-20	9	11	8	89
2018-19	10	10	7	70

Table 3: Corporate Law Legal Assistant Certificate (C25380B)

	Headcount		Grads	
	Freshmen	Ann'l Undup.	No.	%
2022-23	7	7	7	100
2021-22	7	7	7	100
2020-21	10	10	10	100
2019-20	8	8	8	100
2018-19	10	10	10	100

Table 4: Litigation Legal Assistant Certificate (C25380L)

	Headcount		Grads	
	Freshmen	Ann'l Undup.	No.	%
2022-23	5	5	5	100
2021-22	13	14	14	100+
2020-21	8	8	7	88
2019-20	12	12	12	100
2018-19	11	11	10	91

Table 5: Legal Secretary Certificate (C25380S)

	Headcount		Grads	
	Freshmen	Ann'l Undup.	No.	%
2022-23	6	6	6	100
2021-22	9	9	9	100
2020-21	6	7	7	100
2019-20	10	10	9	90
2018-19	10	10	9	90

Table 6: Real Property Legal Assistant Certificate (C25380R)

	Headcount		Grads	
	Freshmen	Ann'l Undup.	No.	%
2022-23	4	4	4	100
2021-22	6	6	6	100
2020-21	10	10	9	90
2019-20	9	9	9	100
2018-19	9	9	9	100

III. Program Withdrawal Rate

A. Withdrawals from the College: Of the 18 students (16 associate and 2 diploma) withdrawing from the College (30% withdrawal rate), none responded to the Leaver survey.

B. Changed Academic Program: Seven students changed their academic program prior to completion. Four students changed to Associate in Arts, one to Associate in Science, one to Business Administration, and one to Office Administration.

IV. Graduation Rate

The associate graduation rate was 13%, 4 graduates; the diploma graduation rate was 67%, 4 graduates; the certificate graduation rate was 100%, 12 graduates. The graduate unduplicated headcount was 15. (See Table 7.)

Table 7: Unduplicated Program Graduates 2022-23

	Graduates	Associate Degree	Diploma	Corporate Law Legal	Litigation Legal	Legal Secretary	Real Property
Associate Degree	4	N/A	2	3	0	2	2
Diploma	4	2	N/A	2	0	2	1
Corporate Law Legal	7	3	2	N/A	3	4	3
Litigation Legal	5	0	0	3	N/A	2	0
Legal Secretary	6	2	2	4	2	N/A	1
Real Property	4	2	1	3	0	1	N/A

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

V.   Goal Accomplishment

A. Goal Accomplishment of Graduates: Of the 15 graduating students, 9 responded to the graduate survey. Four graduates stated that their goal was to obtain a degree/diploma/certificate.

Upon graduating, 75% (3 graduates) said that they had fully accomplished their goal, and 25% (1 graduate) said that they had partially accomplished their goal.

B. 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

C. Goal Accomplishment of Early Leavers in 2022-23: N/A

VI.   Successful Placement

The related employment and/or enrolled in additional education rate of the graduates responding to the survey is 78%, 5 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 2021-22 graduates showed no more graduates in related employment or enrolled in additional education for a placement rate of 71%. (See Table 8.)

Table 8: Job Placement Follow-Up Results
Graduation Rate/Successful Placement Scale (Internal Benchmark)
Unsatisfactory   Satisfactory
0-49%................................50-100%

	Re-sponses	Related Employ.	Unrelated Employ.	Un-employ.	More Educ.	Un-known	1-yr Follow-up Related Emp.
2022-23	9	5 (56%)	3	1	3	0	
2021-22	7	1 (14%)	4	1	5	0	Unch (14%)
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%)

2022-23 – One graduate enrolled in additional education is also in related employment.
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.
Note: Employment status percentages are calculated using number of responses.

VII. Employer Survey Results

Five surveys were sent, and three responses were received. No graduates checked "do not contact" their employer. (See Table 9.)

Table 9: Employer Survey Results–Evaluation of Students in Related Field Only

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

	Responses (3 of 5)
Performance of vocational or technical skills	5.00
Effective communication in speaking, writing, reading and listening	5.00
Demonstrates the needed math skills	4.33
Uses information to analyze problems and make logical decisions	4.33
Demonstrates good work habits	5.00
If the need arises, would you hire a Coastal graduate in the future?	100% Yes
Overall rate of satisfaction with Coastal graduate employee	5.00

VIII. Certification/Licensure

Both the A25380 associate degree program and the D25380 diploma program are now approved by the North Carolina State Bar as Qualified Paralegal Studies Programs. This enables prior A25380 graduates to obtain certification and enables present and future A25380 and D25380 graduates to take the voluntary state bar paralegal certification exam.

IX. Advisory Committee

The Committee met as required in 2023. The meeting was held virtually to accommodate the professional schedules of our adjunct faculty and Advisory Committee members. The presentation reviewed the four key metrics the Committee considers each year to get an understanding of trends and suggest improvements where needed. The metrics reviewed annually include year over year: freshman enrollment, early leavers, graduation rates, and employment/additional education. Committee members inquired as to the significant number of leavers. Dr. Ehlers reviewed the leaver data compiled in preparation for the department's Desktop Audit, which tends to show that the students who left the program early had a high GPA and corresponding success rate in courses attempted. There was no consensus reason for leaving and the vast majority were due to factors beyond the program's control (i.e., health, financial, military).

Dr. Ehlers presented data sourced from the NC Community College System website to give the Committee perspective on our program's performance and trends in both Full-Time Enrollment and Credentials Awarded. Data presented included a positive multi-year comparison to the BTLS Division, Coastal Carolina Community College, all LEX programs in the NC system, and the NC system as a whole. Dr. Ehlers continued the presentation with data concerning the results of the department's multi-year focus on improving distance learning education. Information reviewed included distance learning as a driver of program growth, student success rates in distance learning classes vs. seated classes, and both short- and long-range goals for continuing to improve our distance learning offerings. The Committee was pleased to hear that student success rates in distance learning classes outpaced those in seated classes.

The meeting finished with a review of objectives for program improvement to include a continued focus on distance learning quality, re-establishing "live-streaming" of classes so that distance learning students can participate, rebuilding all courses using the Quality Matters Rubric, formalizing the process to collect and analyze data on early leavers, and the beginning of a multi-year plan to achieve Qualified Paralegal Studies Program designation for the D25380 (Paralegal Diploma) program so that, just as with our A25380 (AAS) program, graduates are eligible to sit for both state and national voluntary certification exams.

X. Student Opinion Survey

A. **Withdrawals from the College:** N/A

B. **Graduates from the Program:** The opinion survey reveals that Graduates rated Quality of Instruction Program Areas excellent; Quality of Instruction in Other Courses, and Overall Quality of Academic Program, Teaching Facilities, and Equipment above average. (See Table 10.)

Table 10: Student Opinion Survey Results

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

	Graduates (9 of 15)	Withdrawals (0 of 18)
Quality of Instruction In Program Area	4.67	N/A
Quality of Instruction in Other Courses	4.00	N/A
Overall Quality of Academic Program	4.33	N/A
Teaching Facilities	4.00	N/A
Equipment	3.67	N/A

XI.   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. On average, 16.92% 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. Additionally, equipment is needed to ensure HyFlex LEX courses are available for students to enroll in future semesters.

C. Employment Demand: Nationally, employment opportunities for paralegals and legal assistants are expected to increase by 4% through 2032. In North Carolina, this occupation is expected to increase by 14% through 2030. There are 1,510 annual vacancies expected for this occupation in North Carolina. Table 11 provides annual salary data for paralegals and legal assistants.

US source: Bureau of Labor Statistics 2022-2032 employment projections
NC source: Projections Central 2020-2030 long-term projections

Table 11: Paralegals and Legal Assistants Annual Salary Data

Average Salary	Minimum Annual/Hour	Median Annual/Hour	High Annual/Hour
National	$37,690/$18.12	$59,200/$28.46	$94,960/$45.66
State	$35,920/$17.27	$51,340/$24.68	$81,310/$39.09
Local	$34,350/$16.51	$46,230/$22.23	$68,410/$32.89
Source: Bureau of Labor Statistics 2022 wage data			

D. Trends: The demand for entry-level paralegals and interns by local law firms and legal services agencies has cooled somewhat from previous years. The Department Head occasionally receives requests from local and regional law firms asking for help with recruiting and has significant success in connecting current and former students with employment opportunities. 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 continue to lag behind state and national levels.

XII.   Operating Budget

Table 12: Operating Budget:

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2022-23	0	0	0	0	0	0
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)

2022-23 – Note: The Department Head uses college-funded, in-person, and virtual professional development resources regularly (Quality Matters Academy, Quality Matters virtual training, etc.).
Note: The Department Head regularly attends professional development which is offered free of charge (NCBAR and NALA-National Association of Legal Assistants, etc.).
Note: The department plans to work with the Division Chair to schedule LEX classes in BTLS classrooms which are already kitted with Hy-Flex equipment. Armed with that data, the department will then re-evaluate the need to budget funds additional for Hy-Flex (webcasting) equipment.
2021-22 – The funds budgeted for supplies were to be used to upgrade webcasting 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 regularly (Quality Matters Academy, Quality Matters virtual training, etc.).

XIII.   Quality Review Summary

A. **Strengths:** Empirical data suggests that our focus on the distance learning segment is paying significant dividends. While our program's year-over-year DTA metrics are down slightly, we are one of only 5 LEX programs in the North Carolina Community College System that have maintained or increased FTE over the past four reporting years. We also see a positive trend in program FTE when compared with other North Carolina LEX program averages (-19.74%), as well as against System-wide curriculum program FTE (-7%) and Coastal Carolina curriculum FTE (-12%) during that same period.

Our focus on providing students with the products they most desire also increased our efficiencies in each of the past five reporting years. Our class enrollment size has nearly doubled from an average of 7.7 to 13.9 students per class. In 2018-19 our average class enrollment ranked 16th out of 20 LEX programs System-wide and 31% below the System average. In 2022-23 we ranked 3rd out of 20 programs and are now 34% above the System average*.

Finally, we are now one of only six North Carolina community colleges with a North Carolina State Bar Qualified Paralegal Studies Program designation for both the A.A.S and Diploma programs**. This dual designation ensures that graduates of both the A25380 and D25380 programs are eligible to sit for the voluntary North Carolina Certified Paralegal and/or the National Association of Legal Assistants certification exams.

*Source: North Carolina Community College System Data Dashboard
**Source: North Carolina State Bar Association Paralegal Certification Website

B. **Weaknesses:** The number of leavers is down 9% year-over-year but continues to be of concern. We must continue to collect and monitor data so that we can identify and respond to trends. We also believe that our current inability to provide classes in a HyFlex format could be negatively affecting our leaver and graduation metrics. Consequently, we requested funds, in the proposed budget, to secure the necessary equipment in our budget.

C. **Progress and Response to Objectives Set and Printed in 2021-22 DTA**
1. Re-establish live streaming of seated classes so the Distance Learning students may participate.
    CONTINUE AS REVISED – We are revising this objective to focus on delivering selected classes in a Hy-Flex format.
2. Implement an internal standard of review for Distance Learning classes using the Quality Matters Rubric.
    COMPLETE

3. Investigate the need to hire an additional full-time instructor to teach classes due to increase in enrollment. **DELETED**
4. Purchase new laptops to replace the outdated laptops in the classroom. **CONTINUE AS REVISED** – The vast majority of our students prefer to use personal laptop computers. Coupled with the increase in the number of students using the distance learning format, we no longer feel that having a large compliment of college owned laptops is necessary. Consequently, we will work with IT to re-assess this objective.
5. Purchase a state-of-the-art SMART Board to enhance student engagement. **DELETED**
6. Formalize the process to collect and analyze data on why students are not completing the A25380 program in a timely manner and/or leaving the program altogether. **COMPLETE**
7. Formalize the process to collect and analyze data on graduate employment in the field or students seeking additional education. **CONTINUE** – We tested several methods of capturing this data and feel it prudent to continue working on this objective until we land on a modality that will best achieve our goals before formalizing and completing the process.
8. Increase the quality of course content through the implementation of Quality Matters principles learned at the Quality Matters Academy. **COMPLETE**
9. Begin a multi-year plan to achieve the "Qualified Paralegal Studies Program" designation for the D25380 program from the NC 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. **COMPLETE**

D. Summary of Improvements and/or Budget Decisions Based On Analysis
1. The Department Head is in the process of recreating every LEX class Blackboard shell using the Quality Matters Rubric thus ensuring that objectives 2 and 8 in the progress and objectives set are completed.
2. The Department Head completed objective 6 in the progress and objectives set by creating a systematic approach to investigating, categorizing, and recording the reason students do not complete the A25380 as well as all other programs offered.
3. The Department Head completed objective 9 in the progress and objectives set and the process of achieving "Qualified Paralegal Studies Program" status for the D25380 program. This makes Coastal Carolina one of the few North Carolina community colleges with dual designation and ensures that graduates of both the A25380 and D25380 programs are eligible to sit for the voluntary North Carolina Certified Paralegal and/or the National Association of Legal Assistants certification exams.

E. Program Objectives/Action for the Next 1 to 2 Years
1. Investigate live streaming of seated classes ideally via HyFlex and a state-of-the-art SMART Board to enhance student engagement so the Distance Learning students may participate.
2. Review with IT the need to purchase new laptops to replace the outdated laptops in the classroom.
3. Formalize the process to collect and analyze data on graduate employment in the field or students seeking additional education.
4. Analyze the data generated from our systematic approach to investigating, categorizing, and recording the reasons students do not complete LEX programs to drive improvements with the ultimate objective of continuing to lower the number of program leavers to ensure our current students stay the course.
5. Collaborate with Student Services to create a certificate program that fits squarely within Career and College Promise parameters to broaden our potential student recruitment base and ensure CCP students can chart the course for a LEX pathway.

F. Program/Student Learning Outcomes at Program Completion
1. Graduates of the Paralegal Technology program will be employed in the field.

78%
    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.

71%
    b. 75% of the previous year's 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.

100%

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 private practicing attorney or public legal services agency in any legal services delivery task as directed by the attorney or agency supervisor in the 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. 5.00
2. 5.00
3. 4.33

   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.

Table 13: Capstone Course–WBL 111 Work-Based Learning I

Grade Distribution				Graduates	
Grade	# of Students	%		# of Students	Term
A	5	100%		3	2023SP
	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. Enrollment

The annual unduplicated headcount for 2022-23 was 20, no change from the previous year. The freshman headcount was 20, no change from the previous year. (See Table 1.)

Table 1: Diploma (D45660)

	Headcount		Grads		FTE			
	FRS	Annual Undup.	No.	%	Summer	Fall	Spring	Total
2022-23	20	20	15	75	1.28	17.84	10.50	29.62
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

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.

III. Program Withdrawal Rate

A. **Withdrawals from the College:** Of the 2 students withdrawing from the College (10% withdrawal rate), none responded to the Leaver survey.
B. **Changed Academic Program:** One student changed their academic program prior to completion to Associate Degree Nursing.

IV. Graduation Rate

The graduation rate was 75%, 15 graduates. (See Table 1.)

V. Goal Accomplishment

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

Of the 15 graduating students, 15 responded to the graduate survey. Twelve graduates stated that their goal was to obtain a diploma.

Upon graduating, 92% (11 graduates) of those responding to the survey said that they had fully accomplished their goal, 8% (1 graduate) said they partially accomplished their goal.

B. **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*

C. **Goal Accomplishment of Early Leavers in 2022-23:** N/A

VI.   Successful Placement

The related employment and/or enrollment in additional education rate of the graduates responding to the survey is 100%, 15 in related field and 9 enrolled in additional education. Nine 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 2021-22 graduates showed one more graduate in related employment or enrolled in additional education for a placement rate of 100%. (See Table 2.)

Table 2: Job Placement Follow-Up Results

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

	Re-sponses	Related Employ.	Unrelated Employ.	Un employ.	More Educ.	Un known	1-yr Follow-up Related Emp.
2022-23	15	15 (100%)	0	0	9	0	
2021-22	16	5 (31%)	3	8	15	0	1 (38%)
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%)

2022-23 – Nine graduates enrolled in additional education are also in related employment.
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.
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.

VII.   Employer Survey Results

Thirteen surveys were sent, and two responses were received. One graduate checked "do not contact" their employer. (See Table 3.)

Table 3: Employer Survey Results–Evaluation of Students in Related Field Only

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

	Responses (2 of 13)
Performance of vocational or technical skills	4.00
Effective communication in speaking, writing, reading and listening	4.00
Demonstrates the needed math skills	4.00
Uses information to analyze problems and make logical decisions	4.00
Demonstrates good work habits	5.00
If the need arises, would you hire a Coastal graduate in the future?	100% Yes
Overall rate of satisfaction with Coastal graduate employee	4.00

VIII.   Certification/Licensure

The 2022 first-time pass rate of the NCLEX-PN exam for the 14 students who have taken it during the current reporting period is 100%. (See Table 4.)

Table 4: Certification/Licensure Results:

	No. Tested	No. 1st Time Passing	No. Failed	% 1st Time Passing	Retake Pass	% Passing
2022-23	14	14	0	100	0	100
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

IX. Advisory Committee

The Advisory Committee meeting was held on September 13, 2022. 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.

X. Student Opinion Survey

A. **Withdrawals from the College:** N/A

B. **Graduates from the Program:** The opinion survey reveals that Graduates rated Quality of Instruction in Other Courses, Overall Quality of Academic Program, and Teaching Facilities above average; Quality of Instruction in Program Areas and Equipment average. (See Table 5.)

Table 5: Student Opinion Survey Results

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

	Graduates (15 of 15)	Withdrawals (0 of 2)
Quality of Instruction In Program Areas	3.25	N/A
Quality of Instruction in Other Courses	3.50	N/A
Overall Quality of Academic Program	3.50	N/A
Teaching Facilities	3.58	N/A
Equipment	3.25	N/A

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

A. **Staffing:** For the 2022-2023 year, faculty include six full-time Registered Nurses as well as the Director of the Associate Degree Nursing and Practical Nursing Programs. Three of those faculty are shared with the Practical Nursing program. Three full-time Registered Nurses teach exclusively in the ADN program. Adjunct Registered Nurses are hired for clinical sites in order to meet ratios.

B. **Facilities/Equipment:**

Labs – The standard labs in H119 and H126 continue to meet nursing student needs. The simulation lab (H113) was used through the Spring 2023 semester. It has since been replaced with a new simulation lab in MS207.

Classroom Space – Classrooms H106, H137, H119, and MS211 meet lecture needs for the PN program with the ability to seat 30 students. H119 is sufficient to meet the needs of the students when performing skills.

Equipment – All classrooms and H119 and H126 labs are equipped with mounted projectors, Smart Boards or Sympodiums, and laptops that meet the classroom needs. Simulation equipment includes SimBaby, which is a mid-fidelity manikin; SimMom, 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; Aria, a pediatric simulator; and an additional Juno mid-fidelity manikin. These are housed in the new simulation lab in MS207.

C. **Employment Demand:** Nationally, employment opportunities for licensed practical and licensed vocational nurses are expected to increase by 6% through 2032.

In North Carolina, this occupation is expected to increase 9% through 2030. There are 1,480 annual vacancies expected for this occupation in North Carolina. Table 6 provides annual salary data for licensed practical and licensed vocational nurses.

US source: Bureau of Labor Statistics 2022-2032 employment projections
NC source: Projections Central 2020-2030 long-term projections

Table 6: Licensed Practical and Licensed Vocational Nurses Annual Salary Data

Average Salary	Minimum Annual/Hour	Median Annual/Hour	High Annual/Hour
National	$40,490/$19.47	$54,620/$26.26	$72,650/$34.93
State	$43,670/$20.99	$51,300/$24.66	$61,780/$29.70
Local	$39,540/$19.01	$48,650/$23.39	$61,840/$29.73
Source: Bureau of Labor Statistics 2022 wage data			

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.

The NCLEX exam added a clinical judgment component. The new Next Generation NCLEX exam became effective beginning April 1, 2023.

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.

XII. Operating Budget

Table 7: Operating Budget:

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2022-23	0	0	5,382	10,505	3,075	1,233
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

2022-23 – Student fees for Elsevier in the amount of $6,100 were collected. Professional development opportunities for faculty were held virtually, resulting in a reduced cost.
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.

XIII. Quality Review Summary

A. **Strengths:** The NCLEX pass rates for the Spring 2023 graduates were the highest in the past five years at 100%. Students graduating from our program have a high probability of being employed as Practical Nurses.

Relationships with our clinical partners are very strong.

In an effort to increase rigor and success rates, faculty have revised and updated their lesson plans, their assessments, and their teaching methodology to ensure that students meet the minimum standards that are required by the state.

The Practical Nursing program is accredited by the Accreditation Commission for Education in Nursing (ACEN). Graduates will benefit from attending an ACEN-accredited nursing program, as it may open opportunities that were previously limited in both employment and furthering their education.

B. Weaknesses:

The program completion rate for 2022-23 was 75%, not meeting our benchmark of 80%. A program improvement plan has been devised and implemented.

C. Progress and Response to Objectives Set and Printed in 2021-22 DTA
1. Determine the best placement in the curriculum for PN students to challenge the NA II competency exam. **COMPLETE**
2. Identify strategies to increase the response rate on Employer surveys by collaborating with the Office of Institutional Effectiveness. **COMPLETE AND ONGOING**
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. **COMPLETE AND ONGOING**
4. The Nursing programs at Coastal will create a more consistent pathway for practical nurse graduates to enter into our associate degree nursing program. **COMPLETE AND GOING**
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. **COMPLETE**
    b. If a trend is noticed, strategies will be implemented to increase student retention of information in these areas. **COMPLETE**
6. Investigate the coordination and usage of the simulation lab. **CONTINUE** – Faculty have met to develop and implement a calendar for the simulation lab. However, we continue to investigate how to use the simulation lab to coordinate clinical rotations due to the current faculty shortage.
7. Ensure assessments and instruction are in alignment with NCLEX standards. **COMPLETE AND ONGOING**
8. Evaluate the minimum admission requirements for applying to the PN program. **COMPLETE**

D. Summary of Improvements and/or Budget Decisions Based On Analysis
1. After review of State Board policy and conferring with faculty in Continuing Education, it was determined that at the end of NUR 102 Practical Nursing II, students can challenge the Nurse Aide II competency exam.
2. The Director for Nursing collaborated with the Office of Institutional Effectiveness and Student Success. In an effort to increase the Employer Survey response rates, the Director will contact clinical site representatives who have more direct supervision of our graduates.
3. In NUR 102 Practical Nursing II, faculty have collaborated and developed simulation exercises to develop clinical judgement. The Program Director has established clear expectations with the Nursing faculty that in the Spring 2024 semester simulation experiences should be incorporated into their courses. Faculty are working to develop these plans for implementation.
4. Practical Nursing graduates can enter the Associate Degree Nursing Program through our Transition Nursing Program providing classroom and clinical space.
5. When comparing HESI scores from Spring 2022 with Spring 2023, the overall averages improved. There were no significant trends noticed in comparing the data.
6. The Program Director along with the Nursing faculty review departmental assessments and instructional resources to ensure alignment with the NCLEX test plan.
7. The Division Chair for Nursing and Allied Health and the Nursing Programs Director met with Student Services staff and determined that a new standard of 80% on the HESI should be implemented for incoming Practical Nursing students for Fall 2024.

E. Program Objectives/Action for the Next 1 to 2 Years
1. Investigate the coordination and usage of the simulation lab.
2. Update course assessments to include application level questions to ensure assessments meet cognitive level guidelines.
3. Include case scenarios and clinical judgment activities in every nursing course to ensure that students complete the course.
4. Investigate whether the PN Program's current retention rate is in alignment with regional and national retention rates.

F. Program Outcomes at Program Completion

Exam Pass Rate

100%   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

75%   80% of Practical Nursing students who begin NUR 101 Practical Nursing I will complete the program within three academic terms.

Job Placement Rate

93%   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).

2022-2023 EPSLOs

EPSLOs that were met: 1, 4, 5, 7, 8, 9. EPSLOs that were not met: 2, 3, 6

The action plan for improvement for the EPSLO that was not met is reflected in the Practical Nursing Systematic Plan of Evaluation.

Table 8: Capstone Course–NUR 103 Practical Nursing III

Grade Distribution			Graduates	
Grade	# of Students	%	# of Students	Term
A-	4	27%	15	2023SP
B+	2	13%		
B	4	27%		
B-	5	33%		
	15			
Retention Rate:		100%		

Capstone Standard

100%   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 (A45740)

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. Enrollment

The annual unduplicated headcount for 2022-23 was 13. The freshman headcount was 13. This is the first year of the associate program. (See Table 1.)

Table 1: Surgical Technology (A45740)

	Headcount		Grads		FTE			
	FRS	Ann'l Undup.	No.	%	Fall	Spring	Summer	Total
2022-23	13	13	N/A	N/A	7.81	11.72	5.50	25.03

Table 2: Diploma Enrollment (D45740)

	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: Effective for the 2022-23 AY, the diploma program expanded to the associate program; therefore, the diploma program is no longer offered.

III. Program Withdrawal Rate

A. Withdrawals from the College: Of the 2 students withdrawing from the College (15% withdrawal rate), none responded to the Leaver survey.

B. Changed Academic Program: One student changed their academic program prior to completion to the Associate in Arts.

IV. Graduation Rate

The graduation rate was N/A; no graduates expected until Spring 2024. (See Table 1.)

V. Goal Accomplishment

A. Goal Accomplishment of Graduates: N/A

B. 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

C. Goal Accomplishment of Early Leavers in 2022-23: N/A

VI. Successful Placement

No data is available because this is the first year of the associate program. (See Table 3.)

Table 3: Job Placement Follow-Up Results

Graduation Rate/Successful Placement Scale (Internal Benchmark)
Unsatisfactory…………..Satisfactory
0-59%................................60-100%

	Re-sponses	Related Employ.	Unrelated Employ.	Un employ.	More Educ.	Un known	1-yr Follow-up Related Emp.
2022-23	N/A	N/A	N/A	N/A	N/A	N/A	N/A

VII.   Employer Survey Results

No data is available since this is the first year of the associate program. (See Table 4.)

Table 4: Employer Survey Results–Evaluation of Student sin Related Field Only

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

	Responses (0 of 0)
Performance of vocational or technical skills	N/A
Effective communication in speaking, writing, reading and listening	N/A
Demonstrates the needed math skills	N/A
Uses information to analyze problems and make logical decisions	N/A
Demonstrates good work habits	N/A
If the need arises, would you hire a Coastal graduate in the future?	N/A
Overall rate of satisfaction with Coastal graduate employee	N/A

VIII.   Certification/Licensure

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. No certification/licensure results expected until Spring 2024. (See Table 5.)

Table 5: Certification/Licensure Results: Associate

	No. Tested	No. Passing	No. Failed	% Passing
2022-23	N/A	N/A	N/A	N/A

Table 6: Certification/Licensure Results: Diploma

	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: Diploma program is no longer offered.

IX.   Advisory Committee

The 2023 advisory committee meeting was held on June 26, 2023. All members were present. The committee discussed changes to faculty for the Surgical Technology Program. Updates were provided on the Fall 2022 implementation of the Associate Degree. The practitioner representative inquired about a bridging program being offered for previous graduates of a surgical technology diploma program.

X.   Student Opinion Survey

A. Withdrawals from the College: N/A

B. Graduates from the Program: No data is available since this is the first year of the associate program. (See Table 7.)

Table 7: Student Opinion Survey Results

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

	Graduates (0 of 0)	**Withdrawals (0 of 2)**
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

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

A. Staffing: Faculty included one full-time SACSCOC-qualified Certified Surgical Technologist who also served as the Surgical Technology Department Head.

B. Facilities/Equipment: Classroom facilities and equipment are sufficient to meet the needs of the students. The surgical technology laboratory is quite small if enrollment is at maximum capacity.

C. Employment Demand: Nationally, employment opportunities for surgical technologists are expected to increase by 6% through 2032. In North Carolina, this occupation is expected to increase 12% through 2030. There are 300 annual vacancies expected for this occupation in North Carolina. Table 8 provides annual salary data for surgical technologists.

Table 8: Surgical Technologists Annual Salary Data

Average Salary	Minimum Annual/Hour	Median Annual/Hour	High Annual/Hour
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
Source: Bureau of Labor Statistics 2022 wage data			

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.

XII.   Operating Budget

Table 9: Operating Budget:

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2022-23	5,179	5,179	12,299	12,026	6,567	575
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

2022-23 – Equipment: $5,000 was for the purchase of an abdominal self-retaining retractor. This instrument is used to provide exposure in abdominal surgical procedures and enables the students to learn what they will be using in the clinical setting. Professional development opportunities for faculty were held virtually, resulting in a reduced cost. In addition, with the reduced number of faculty, the cost was lower than anticipated.
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.

XIII. 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. In addition, when the program is at full capacity, lab space is limited. Occasionally, graduates are unable to be contacted due to relocation after graduation; therefore, it is difficult to receive employer survey results. With the change to an associate degree, there will be a need for additional faculty both full-time and part-time.

C. Progress and Response to Objectives Set and Printed in 2021-22 DTA
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. **CONTINUE** – With new faculty coming onboard with little instructional experience, there is a need for one-on-one professional development to familiarize faculty with teaching methodology and assessment practices.
2. Collaborate with the Career and College Promise Liaisons to inform high school students about the program. **COMPLETE AND ONGOING**
3. Prepare for an ARC/STSA reaccreditation site visit. **COMPLETE AND ONGOING**
4. Explore additional clinical sites to maximize the clinical scrub experience for the surgical technology students. **CONTINUE** – There is an increase in the number of students attending clinicals due to the new Surgical Technology associate degree. With that, there is more pressure on clinical space.
5. Continue to investigate additional simulation options to reinforce surgical technology concepts. **DELETED**
6. Investigate strategies in an attempt to improve employer survey response rates. **CONTINUE** – Due to the change to an associate degree, the program has not had recently employed graduates as there were no graduates. Employer surveys will be sent out for the 2024 graduates who have obtained employment and the program will be able to assess any improvements in response rates over the Summer and Fall of 2024.
7. With the addition of the Associate Degree program, work with Student Services staff to ensure that students "stay the course." **COMPLETE AND ONGOING**

D. Summary of Improvements and/or Budget Decisions Based On Analysis
1. The Surgical Technology Department Head collaborated with Students Services to schedule visits to local high schools to recruit potential students for the program.
2. The Surgical Technology faculty have invited Success Coaches into their classes to share with students campus resources and study skills. In addition, if students are not meeting their academic benchmarks in both the program courses and the related courses, the faculty will hold individual conferences with the students to help them stay the course.
3. The Surgical Technology Department Head worked with the Office of Institutional Effectiveness and Student Success to begin organizing and responding to the accreditation site visit materials.

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. Explore additional clinical sites to maximize the clinical scrub experience for the Surgical Technology students.
3. Investigate strategies in an attempt to improve employer survey response rates.
4. Hire both full-time and part-time qualified Surgical Technology faculty.
5. Investigate options for the implementation of a bridging program for diploma graduates.
6. Review related courses' success data to identify courses where students are struggling and implement strategies to improve success, in an effort to help 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.

   N/A
   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 210 Adv SUR Clinical Practice.

   N/A
   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.

   N/A
   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.

   N/A
   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. 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 Surgical Technology program.

Student Outcomes/Competency Evaluation:
The student outcomes/student competency is measured in a capstone course, SUR 210 Adv SUR Clinical Practice, 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, 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.

Table 10: Capstone Course–SUR 210 Adv SUR Clinical Practice

Grade Distribution				Graduates	
Grade	# of Students	%		# of Students	Term
Retention Rate:		%			

Note: The first cohort will take capstone course in Spring 2024.

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. Enrollment

The diploma annual unduplicated headcount for 2022-23 was 11, an 8% decrease from the previous year. The freshman headcount was 11, an 8% decrease from the previous year. (See Table 1.)

The Structural Welder Certificate annual unduplicated headcount for 2022-23 was 11, a 22% increase from the previous year. The freshman headcount was 11, a 22% increase from the previous year. (See Table 2.)

The Combination Welder Certificate annual unduplicated headcount for 2022-23 was 11, a 22% increase from the previous year. The freshman headcount was 11, a 22% increase from the previous year. (See Table 3.)

The Certified Welder Certificate annual unduplicated headcount for 2022-23 was 10, an 11% increase from the previous year. The freshman headcount was 10, an 11% increase from the previous year. (See Table 4.)

Table 1: Diploma (D50420)

	Headcount		Grads		FTE			
	FRS	Annual Undup.	No.	%	Fall	Spring	Summer	Total
2022-23	11	11	9	82	9.28	8.94	6.19	24.41
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

Table 2: Structural Welder Certificate (C50420A)

	Headcount		Grads	
	FRS	Annual Undup.	No.	%
2022-23	11	11	11	100
2021-22	9	9	9	100
2020-21	10	10	10	100
2019-20	9	9	9	100
2018-19	10	10	10	100

Table 3: Combination Welder Certificate (C50420B)

	Headcount		Grads	
	FRS	Annual Undup.	No.	%
2022-23	11	11	11	100
2021-22	9	9	9	100
2020-21	10	10	10	100
2019-20	8	8	8	100
2018-19	10	10	10	100

Table 4: Certified Welder Certificate (C50420C)

	Headcount		Grads	
	FRS	Annual Undup.	No.	%
2022-23	10	10	10	100
2021-22	9	9	9	100
2020-21	9	9	9	100
2019-20	8	8	8	100
2018-19	10	10	10	100

III. Program Withdrawal Rate

A. Withdrawals from the College: Of the 2 students withdrawing from the College (18% withdrawal rate), none responded to the Leaver survey.

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

IV. Graduation Rate

The diploma graduation rate was 82%, 9 graduates; the Structural Welder Certificate graduation rate was 100%, 11 graduates; the Combination Welder Certificate graduation rate was 100%, 11 graduates; and the Certified Welder Certificate graduation rate was 100%, 10 graduates. The graduate unduplicated headcount was 11. (See Table 5.)

Table 5: Unduplicated Program Graduates 2022-23

	Graduates	Diploma	Structural Welder Cert.	Combination Welder Cert.	Certified Welder Cert.
Diploma	9	N/A	9	9	9
Structural Welder Cert.	11	9	N/A	11	10
Combination Welder Cert.	11	9	11	N/A	10
Certified Welder Cert.	10	9	10	10	N/A

Note: The table shows students who graduated with one or more credential.
Nine students graduated with the diploma, C50420A, C50420B, and C50420C.

V. Goal Accomplishment

A. Goal Accomplishment of Graduates: Of the 11 graduating students, 11 responded to the graduate survey. Ten graduates stated that their goal was to obtain a diploma/certificate and one stated to take courses for personal interest only.

Upon graduating, 82% (9 graduates) of those responding to the survey stated that they had fully accomplished their goal, and 18% (2 graduates) stated that they partially accomplished their goal.

    B. 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 they partially accomplished their goal.

    C. Goal Accomplishment of Early Leavers in 2022-23: N/A

VI. Successful Placement

The related employment and/or enrollment in additional education rate of the graduates responding to the survey is 45%, 5 in related employment and 0 enrolled in additional education. The one-year follow-up (Alumni Survey-Job Link) of 2021-22 graduates showed no more graduates in related employment or enrolled in additional education for a placement rate of 78%. (See Table 6.)

Table 6: Job Placement Follow-Up Results

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

	Re-sponses	Related Employ.	Unrelated Employ.	Un employ.	More Educ.	Un-Known	1-yr Follow-up Related Emp.
2022-23	11	5 (45%)	3	3	0	0	
2021-22	9	6 (67%)	2	1	3	0	Unch (67%)
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%)

2020-21 – Two graduates enrolled in additional education are also in related employment.
Note: Employment status percentages are calculated using number of students responding to the survey.

VII. Employer Survey Results

Five surveys were sent, and five responses were received. No graduates checked "do not contact" their employer. (See Table 7.)

Table 7: Employer Survey Results–Evaluation of Students in Related Field Only

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

	Responses (5 of 5)
Performance of vocational or technical skills	3.20
Effective communication in speaking, writing, reading and listening	3.00
Demonstrates the needed math skills	3.40
Uses information to analyze problems and make logical decisions	3.00
Demonstrates good work habits	3.00
If the need arises, would you hire a Coastal graduate in the future?	100% Yes
Overall rate of satisfaction with Coastal graduate employee	3.60

VIII. Certification/Licensure

In-house certification per American Welding Society (AWS) D1.1 (07) Structural Welding Code was 100%. (See Table 8.)

Table 8: Certification/Licensure

	No. Tested	No. Passing	No. Failed	% Passing
2022-23	10	10	0	100
2021-22	9	9	0	100
2020-21	9	9	0	100
2019-20	9	9	0	100
2018-19	9	9	0	100

IX.   Advisory Committee

The Advisory Committee met in February of 2023. The committee discussed enrollment and completion rates. The committee discussed job opportunities in the local area for the 9 program completers. The committee also discussed the utilization and possible repair or replacement of the ironworker and bandsaw.

X.   Student Opinion Survey

A. Withdrawals from the College: N/A

B. Graduates from the Program: The opinion survey reveals that 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 Table 9.)

Table 9: Student Opinion Survey Results

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

	Graduates (11 of 11)	Withdrawals (0 of 2)
Quality of Instruction in Program Areas	4.27	N/A
Quality of Instruction in Other Courses	4.00	N/A
Overall Quality of Academic Program	4.09	N/A
Teaching Facilities	4.27	N/A
Equipment	4.09	N/A

XI.   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 lab facilities are used for both Curriculum and Continuing Education students. Some equipment is showing signs of excessive use. While operable, the ironworker does not efficiently perform cutting functions. This item needs evaluation for possible repair, retrofit, or purchase. In addition, the bandsaw is in need of repair or replacement. Because of the safety and expense of these items, proper usage protocol by students with instructors present is needed.
The cost of steel and other program materials continues to remain high. Utilization of simulators for beginning student skill development could help reduce material expenses.

C. Employment Demand:
Nationally, the need for welders, cutters, solderers, and brazers is expected to increase 1% through 2032. In North Carolina, this occupation is expected to increase 13% through 2030. There are 1,500 annual vacancies expected for this occupation in North Carolina. Table 10 provides annual salary data for welders, cutters, solderers, and brazers.

US source: Bureau of Labor Statistics 2022-2032 employment projections
NC source: Projections Central 2020-2030 long-term projections

Table 10: Welders, Cutters, Solderers, and Brazers Annual Salary Data

Average Salary	Minimum Annual/Hour	Median Annual/Hour	High Annual/Hour
National	$35,380/$17.01	$47,540/$22.86	$68,750/$33.05
State	$35,690/$17.16	$47,200/$22.69	$63,480/$30.52
Local	$35,380/$17.01	$42,840/$20.60	$62,340/$29.97
Source: Bureau of Labor Statistics 2022 wage data			

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 GreeneWood Machine & Fabrication 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.

XII. Operating Budget

Table 11: Operating Budget

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2022-23	0	0	38,368	38,438	0	0
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

2020-21 – Eight new welding machines were purchased for $33,248.00.
2019-20 – A welding machine replacement for faulty welder was purchased for $5,344.42.

XIII. 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 Eastern North Carolina Regional 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.

While local manufacturing is limited, Bradford Products in Leland, Gulfstream in Holly Ridge, Crown in Kinston, Citadel Contractors in Wilmington, Container Products Corporation in Wilmington and GreeneWood Machine and Fabrication in Pollocksville 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 chairs, carts, trailer, and an aluminum gate post. As a class project, the students and instructor designed and constructed a live fire training prop to be utilized by the Fire Academy and other fire training courses.

B. Weaknesses: The lab facilities are used for instruction of both Curriculum and Continuing Education students. Some equipment is showing signs of excessive use. While operable, the ironworker does not efficiently perform cutting function. This item needs evaluation for possible repair, retrofit, or purchase. In addition, the bandsaw is in need of repair or replacement. Because of the safety and expense of these items, proper usage protocol by students with instructors present is needed.

The cost of steel and other program materials continues to remain high. Utilization of simulators for beginning student skill development could help reduce material expenses.
Faculty has not recently participated in technical professional development.

C. Progress and Response to Objectives Set and Printed in the 2021-22 DTA
1. Invite employers to observe potential graduates in order to showcase their skills for the purpose of increasing related employment opportunities. **CONTINUE AS REVISED** – One employer visited program, spoke with class, and provided applications to all interested students.
2. Replace older machines such as Ironworker and Bandsaw pending available funds. **CONTINUE AS REVISED** – Due to fiscal restrictions, this objective has not yet been completed.
3. Purchase two Welding Simulators for classroom. **CONTINUE AS REVISED** – Due to fiscal restrictions, this objective has not yet been completed.
4. Investigate strategies to increase number of students finding related employment by directly contacting potential employers. **COMPLETE AND ONGOING** – Department Head contacted employers for possible employment opportunities. Information on possible openings was provided to all students.
5. Review and recommend modifications to the Trades Day event to reflect current HS CTE course competencies. **COMPLETE AND ONGOING** – Department Head met with welding instructor at Eastern NC Regional Skills Center to review high school curriculum competencies. Trades Day contest requirements were reviewed and updated to reflect high school competencies. Updated contest guidelines will be utilized for 2024.

D. Summary of Improvements and/or Budget Decisions Based On Analysis
1. Students achieved 100% certification passing rate on American Welding Society (AWS) Structural Welding Code.
2. Students completed practical application projects, including the repair of metal carts, chairs, and a trailer for various campus departments.
3. As a class project, students and instructor designed and constructed a live fire training prop to be utilized by the Fire Academy and other fire training courses.
4. Students assisted in the welding repair of an aluminum gate post (for CCCC off main campus location).

E. Program Objectives/Action for the Next 1 to 2 Years
1. Provide opportunities for employers to observe and showcase skills of (soon-to-be) program graduates. This may include an event for potential employers during the summer semester in coordination with an Advisory Committee meeting (June).
2. Evaluate the repair, retrofit, or replacement of equipment to include ironworker and bandsaw. These equipment items are heavily used by both curriculum and CE courses.
3. Evaluate strategies and cost analysis of integrating welding simulators into instruction.
4. Review Continuing Education course curriculum to evaluate possible pathway to diploma program.
5. Investigate the opportunity to expand the program by running morning and afternoon classes.

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
100% Code.
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.
45% 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.
78% 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. 3.20
2. 3.00
3. 3.40

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.

Table 12: Capstone Course–WLD 261 Certification Practices

Grade Distribution				Graduates	
Grade	# of Students	%		# of Students	Term
A	6	60%		9	2023SU
B	3	30%			
C	1	10%			
	10				
Retention Rate:		100%			

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 2022-23 duplicated distance education headcount was 13,890, which reflects an approximate 9% decrease in the duplicated headcount from the 2021-22 academic year (See Table 1). In Fall 2022, the unduplicated headcount was 2,475; Spring 2023, 2,319; Summer 2023, 1,456. The total unduplicated headcount for 2022-23 was 3,876.

Table 1: Number of Duplicated Distance Education Enrollments

	Fall	Spring	Summer	Total	% Change
2022-23	5,685	5,292	2,913	13,890	-9.24%
2021-22	6,279	5,792	3,233	15,304	-21.81%
2020-21	8,452	7,756	3,364	19,572	109.48%
2019-20	3,164	3,704	2,475	9,343	10.30%
2018-19	3,067	3,140	2,174	8,381	-2.70%

Figure 1: Number of Duplicated Distance Education Enrollments
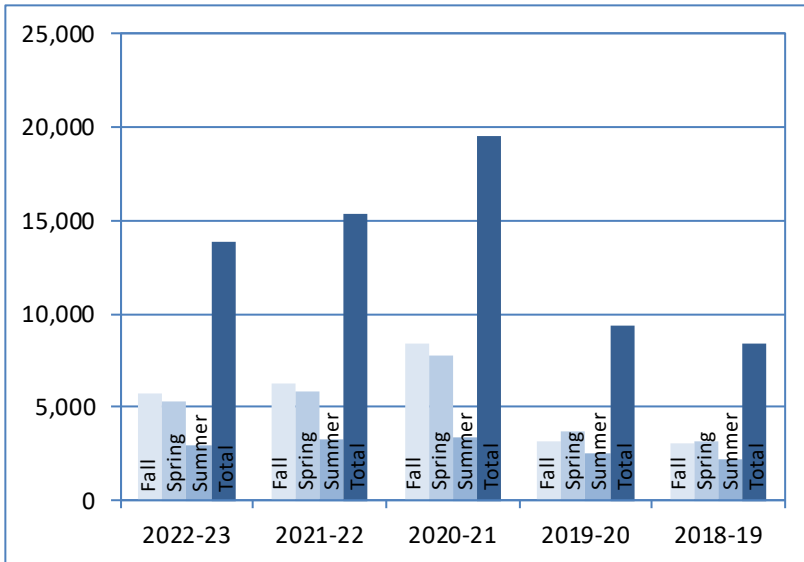
Table 2: Course FTE

	Traditional	Distance Education	Hybrid	Blended	HyFlex	Total
2022-23	1,270	1,149	40	227	11	2,697
2021-22	1,225	1,262	51	193	N/A	2,731
2020-21	694	1,728	62	331	N/A	2,815
2019-20	2,098	680	21	211	N/A	3,010
2018-19	2,261	612	109	93	N/A	3,075

Source: NC Community College System Dashboards

Table 3: Course FTEs Comparison

	Traditional	Distance Education	Hybrid	Blended	HyFlex	Total
Fall 2022	1,270	1,149	40	227	11	2,697
Fall 2021	1,225	1,262	51	193	N/A	2,731
FTEs	45	-113	-11	34	N/A	-34
% Change	3.67%	-8.95%	-21.57%	17.62%	N/A	-1.24%

Source: NC Community College System Dashboards

B. Distance Education Sections: Fewer distance education sections were offered in Fall, Spring, and Summer of 2022-2023 in comparison to 2021-2022. This reflects an approximate 14% decrease in distance education sections (See Table 4). This decrease in distance education sections is due to the strategic enrollment plan utilized to build traditional, hybrid, blended, and HyFlex course offerings. Students consistently have higher success rates in traditional, hybrid, blended, and HyFlex courses. Based upon the data in Tables 5 and 6, it appears that student interest in traditional courses is increasing, primarily among degree-seeking students.

Table 4: Number of Distance Education Sections

	Fall	Spring	Summer	Total	% Change
2022-23	329	304	171	804	-13.93%
2021-22	369	346	201	916	-19.15%
2020-21	466	455	212	1,133	97.04%
2019-20	196	225	154	575	14.09%
2018-19	187	188	129	504	-1.19%

Figure 2: Number of Distance Education Sections
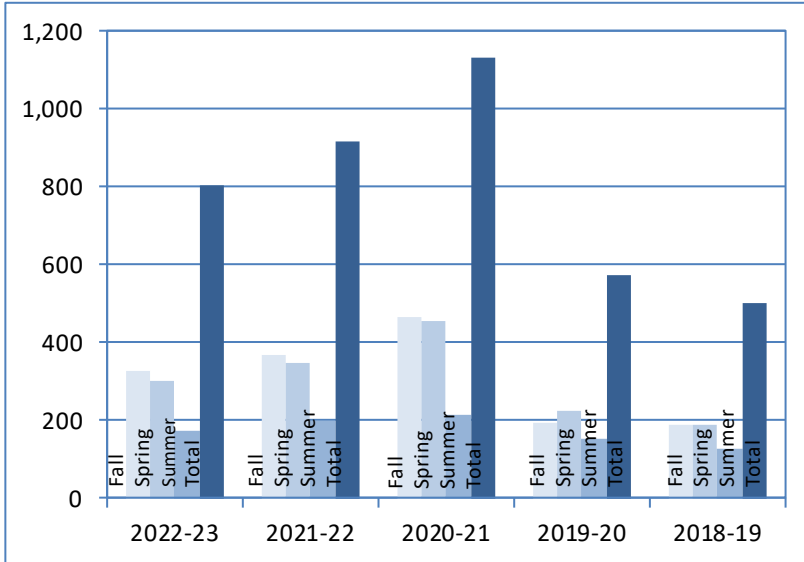
Table 5: Number of Distance Education and Traditional Sections

	Fall	Spring	Summer	Total
2022-2023				
Distance Education	329	304	171	804
Traditional	400	375	109	884
2021-2022				
Distance Education	369	346	201	916
Traditional	407	409	113	929
2020-2021				
Distance Education	466	455	212	1,133
Traditional	357	354	125	836
2019-2020				
Distance Education	196	225	154	575
Traditional	733	665	193	1,591
2018-2019				
Distance Education	187	188	129	504
Traditional	800	696	223	1,719

Figure 3: Number of Distance Education and Traditional Sections
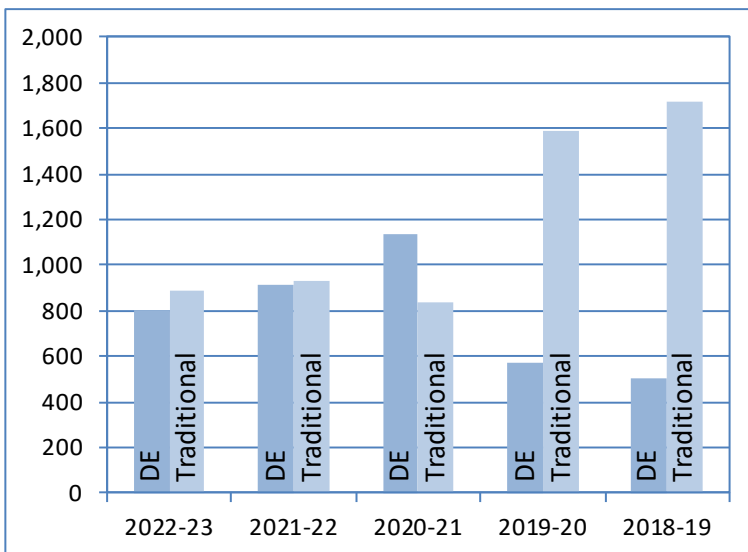
Note: Data is reflecting the transition to online due to the Pandemic.

Table 6: 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
2022-23	1,026	999	747	2,772
2021-22	1,478	1,047	271	2,796

Source: IPEDS Fall Enrollment Report, Part A – Fall Enrollment by Distance Education Status

Table 7: 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
2022-23	284	208	347	839
2021-22	272	156	347	775

Source: IPEDS Fall Enrollment Report, Part A – Fall Enrollment by Distance Education Status

C. Completion Rate: In Fall 2022, there were 5,685 distance education enrollments, 4,215 students completed with a passing grade for a 74% completion rate versus 5,703 traditional enrollments, which consisted of 4,716 students completing with a passing grade for an 83% completion rate. In Spring 2023, there were 5,292 distance education enrollments, 3,886 students completed with a passing grade for a 73% completion rate versus 5,031 traditional enrollments, which consisted of 4,194 students completing with a passing grade for an 83% completion rate. In Summer 2023, there were 2,913 distance education enrollments, 2,108 students completed with a passing grade for a 72% completion rate versus 1,269 traditional enrollments, which consisted of 1,126 students completing with a passing grade for an 89% completion rate.

The data in Table 8 serves as a comparison of success rates of courses for which there are both traditional and online sections offered, with the exception of EPT and FIP, which are offered exclusively online.

Table 8: Student Success Rates in Traditional Versus Distance Education Classes

Discipline / Domain	Traditional			Distance Education		
	Enrolled	Successful Completion		Enrolled	Successful Completion	
	N	N	%	N	N	%
ACA - College Student Success						
ACA 111	86	69	80.2%	139	89	64.0%
ACA 122	433	337	77.8%	804	629	78.2%
ACC - Accounting						
ACC 120	49	35	71.4%	132	87	65.9%
ACC 150	12	10	83.3%	16	14	87.5%
ART - Art						
ART 111	125	97	77.6%	469	360	76.8%
ART 114	41	34	82.9%	46	32	69.6%
ART 121	23	21	91.3%	9	8	88.9%
BIO - Biology						
BIO 110	145	132	91.0%	154	103	66.9%
BIO 111	115	72	62.6%	84	52	61.9%
BIO 112	34	32	94.1%	29	24	82.8%
BIO 163	39	31	79.5%	52	45	86.5%
BIO 168	142	112	78.9%	87	80	92.0%
BIO 169	79	72	91.1%	80	50	62.5%
BIO 175	29	20	69.0%	15	10	66.7%
BIO 275	23	14	60.9%	53	35	66.0%
BUS - Business						
BUS 110	42	34	81.0%	117	87	74.4%
BUS 139	13	10	76.9%	30	23	76.7%
CHM - Chemistry						
CHM 090	61	46	75.4%	148	117	79.1%
CHM 151	111	67	60.4%	71	48	67.6%
CHM 152	35	22	62.9%	21	11	52.4%

Successful completion is defined as the student receiving a grade of C or higher.

CIS/CTI/CTS - Computers						
CIS 110	554	433	78.2%	622	462	74.3%
CIS 115	78	62	79.5%	85	68	80.0%
CSC 134	19	16	84.2%	16	9	56.3%
CTI 110	27	15	55.6%	17	10	58.8%
CTI 120	30	23	76.7%	29	25	86.2%
CTS 115	29	25	86.2%	29	26	89.7%
NET 125	25	22	88.0%	17	12	70.6%
NET 126	9	8	88.9%	18	15	83.3%
NOS 110	16	12	75.0%	24	19	79.2%
CCT/CJC - Criminal Justice						
CJC 111	35	25	71.4%	34	24	70.6%
CJC 121	15	13	86.7%	23	16	69.6%
CJC 131	4	4	100.0%	14	13	92.9%
CJC 141	9	8	88.9%	21	17	81.0%
CJC 160	4	2	50.0%	12	10	83.3%
CJC 221	11	9	81.8%	8	8	100.0%
COM - Communications						
COM 120	368	322	87.5%	587	429	73.1%
COM 231	205	168	82.0%	258	171	66.3%
CUL - Culinary						
CUL 110	5	3	60.0%	13	11	84.6%
DRA - Drama						
DRA 111	6	6	100.0%	41	35	85.4%
ECO - Economics						
ECO 251	67	42	62.7%	141	111	78.7%
ECO 252	19	14	73.7%	75	60	80.0%
EDU - Education						
EDU 216	8	7	87.5%	33	25	75.8%
ENG - English						
ENG 002	74	57	77.0%	18	12	66.7%
ENG 011	154	117	76.0%	142	116	81.7%
ENG 111	644	523	81.2%	597	449	75.2%
ENG 112	399	313	78.4%	518	362	69.9%
ENG 125	10	9	90.0%	11	11	100.0%
ENG 231	56	49	87.5%	100	84	84.0%
ENG 232	23	21	91.3%	50	47	94.0%

Successful completion is defined as the student receiving a grade of C or higher.

EPT - Emergency Management						
EPT 120				6	5	83.3%
EPT 130				3	1	33.3%
EPT 140				5	3	60.0%
EPT 150				3	3	100.0%
EPT 210				5	4	80.0%
EPT 220				4	3	75.0%
EPT 225				6	5	83.3%
EPT 275				3	3	100.0%
FIP - Fire Protection						
FIP 120				7	6	85.7%
FIP 124				12	7	58.3%
FIP 128				8	7	87.5%
FIP 132				8	8	100.0%
FIP 136				4	4	100.0%
FIP 146				6	5	83.3%
FIP 152				7	4	57.1%
FIP 162				6	4	66.7%
FIP 220				8	6	75.0%
FIP 221				4	4	100.0%
FIP 228				9	6	66.7%
FIP 229				2	1	50.0%
FIP 232				2	1	50.0%
FIP 240				4	3	75.0%
GEL - Geology						
GEL 111	76	71	93.4%	137	127	92.7%
HEA - Health						
HEA 110	50	46	92.0%	352	302	85.8%
HIS - History						
HIS 111	84	69	82.1%	226	185	81.9%
HIS 112	31	27	87.1%	76	63	82.9%
HIS 131	95	81	85.3%	274	228	83.2%
HIS 132	99	89	89.9%	140	120	85.7%
HUM - Humanities						
HUM 110	55	46	83.6%	151	132	87.4%
LEX - Paralegal						
LEX 110	3	2	66.7%	20	16	80.0%

Successful completion is defined as the student receiving a grade of C or higher.

MAT - Math						
MAT 003	111	94	84.7%	80	61	76.3%
MAT 043	59	43	72.9%	129	103	79.8%
MAT 071	94	82	87.2%	112	77	68.8%
MAT 143	171	143	83.6%	300	218	72.7%
MAT 152	88	66	75.0%	82	58	70.7%
MAT 171	467	318	68.1%	372	212	57.0%
MAT 172	121	77	63.6%	116	58	50.0%
MAT 263	26	21	80.8%	10	8	80.0%
MAT 271	56	44	78.6%	15	9	60.0%
MAT 272	42	34	81.0%	8	7	87.5%
MAT 273	9	8	88.9%	1	1	100.0%
MED - Medical Assisting						
MED 116	7	6	85.7%	14	10	71.4%
MUS - Music						
MUS 110	52	44	84.6%	276	235	85.1%
MUS 112	10	10	100.0%	42	34	81.0%
OST - Medical Office Admin						
OST 131	10	9	90.0%	17	11	64.7%
PHI - Philosophy						
PHI 215	48	45	93.8%	74	63	85.1%
PHI 240	96	84	87.5%	250	188	75.2%
PHI - Physics						
PHY 110	5	5	100.0%	28	25	89.3%
PHY 110A	7	6	85.7%	26	24	92.3%
POL - Political Science						
POL 120	39	30	76.9%	151	124	82.1%
PSY - Psychology						
PSY 150	418	312	74.6%	624	484	77.6%
PSY 241	42	38	90.5%	197	168	85.3%
PSY 281	29	26	89.7%	94	75	79.8%
SOC - Sociology						
SOC 210	257	205	79.8%	420	312	74.3%
SOC 213	9	9	100.0%	87	76	87.4%
SPA - Spanish						
SPA 111	209	166	79.4%	202	141	69.8%
SPA 112	124	101	81.5%	76	62	81.6%
Total	**7,515**	**6,052**	**80.5%**	**11,334**	**8,671**	**76.5%**

Successful completion is defined as the student receiving a grade of C or higher.

D. **Advisory Group:** The Distance Learning Quality Council (DLQC) serves as the advisory group for distance learning and has representation from all divisions. The DLQC met on October 6, 2022, at 2:30 p.m. in CE 101. The main topics of discussion were the Entry Verification Module, student readiness for online learning, as well as creating an online course guide for faculty. The Entry Verification Module was piloted in Summer 2022 and Fall 2022. Entry Verification will ensure students submit a substantive assignment prior to the course census date. A subcommittee was formed to further consider and make recommendations regarding creating a student online readiness survey. An additional subcommittee was formed to further research and present recommendations for a Faculty Online Guide/Checklist for online courses.

E. **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 made available through IOTA, 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 71% of Coastal's online courses. A part-time Professional Development Coordinator offers training and support to faculty. A full-time Instructional Technology and a Distance Learning and Technology Success Coach would be helpful to assist students and faculty.

Table 9: Number of Sections Taught by Faculty Teaching Distance Education

	Fall	Spring	Summer	Total
2022-2023				
Full-Time	227	209	133	569
Part-Time	101	96	38	235
% Taught by Full-Time	69.21%	68.52%	77.78%	70.77%
2021-2022				
Distance Education	263	248	175	686
Traditional	104	99	26	229
% Taught by Full-Time	71.66%	71.47%	87.06%	74.97%
2020-2021				
Distance Education	323	323	168	814
Traditional	136	134	43	313
% Taught by Full-Time	70.37%	70.68%	79.62%	72.23%
2019-2020				
Distance Education	144	151	142	437
Traditional	49	73	10	132
% Taught by Full-Time	74.61%	67.41%	93.42%	76.80%
2018-2019				
Distance Education	110	109	109	328
Traditional	78	79	18	175
% Taught by Full-Time	58.51%	57.98%	85.83%	65.21%

Figure 3: Number of Sections Taught by Faculty Teaching Distance Education
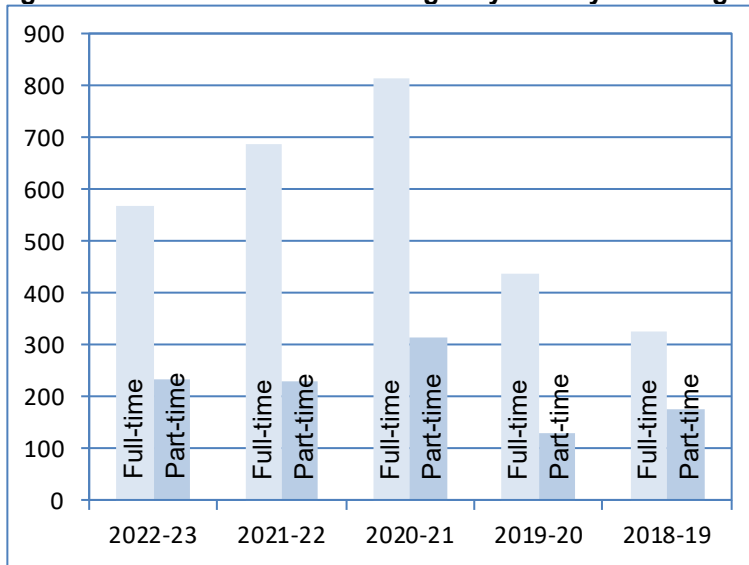
B. **Facilities/Equipment:** The Blackboard servers are hosted by Blackboard Managed Hosting. Campus computer lab space and equipment are generally adequate. Every effort is made to keep instructors supported and campus lab equipment upgraded. Blackboard Managed Hosting and campus networks have been running well.

C. **Student Services and Technology Support:** Student services and technology support are regularly evaluated to ensure that they continue to match the needs of distance education students. Table 10 illustrates the student services and technology support currently offered to distance education students as well as services and support planned to be available to students the following academic year.

Table 10: Student Services and Technology Support

Service/Technology	Currently offer 2022-23	Plan to offer in the next year 2023-24
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	✓	✓

D. Degree Available Online: Currently, 10 degrees can be completed completely online (See Table 11).

Table 11: Degrees Available Online

Program	2021-22	2022-23
Emergency Management	✓	✓
Fire Protection Technology	✓	✓
Associate in Arts	✓	✓
Associate in Science	✓	✓
Accounting and Finance	✓	✓
Business Administration	✓	✓
Office Administration	✓	✓
Medical Office Administration	✓	✓
Paralegal Technology	✓	✓
Emergency Medical Science-Bridging	✓	✓

E. New Online Courses Offered: In 2022-23, no additional courses were offered online (See Table 12).

Table 12: New Online Courses Offered

2022-23
NA

F. Trends: The demand for online and partial/hybrid online course offerings remains high. Comparing FTE data from the 2018-19 academic year to the 2022-23 academic year, the FTE from distance education classes has almost doubled. Success rates from table 8 have been consistent from 2016-present: 2016-17, 74.6%; 2017-18, 75.3%; 2018-19, 72.7%; 2019-20, 75.7%; 2020-21, 74.1%; 2021-22, 75.5%; 2022-23, 76.5%.

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. 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. Six 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, MUS 110, MAT 152, and ENG 112. 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 2022, Spring 2023, and Summer 2023 semesters. The success rates in our online courses remain high at 73%.

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. There is need for an Instructional Technologist or a Distance Learning and Technology Success Coach 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.

C. Progress and Response to Objectives Set and Printed in 2021-22 DTA
1. Establish a faculty/staff committee to continue to evaluate continuous LMSs for cost effectiveness and quality student learning outcomes. **COMPLETE**
2. Retain a Distance Learning and Technology Success Coach to assist with both students and faculty. **COMPLETE**

3. Analyze the adjunct instructional observation form for online instruction and create an adjunct appraisal form. **COMPLETE**
4. Investigate strategies to increase response rates on student evaluations of online courses. **COMPLETE AND ONGOING**; *Division Chairs working with the DLQC and Faculty Evaluation Committee investigated strategies to increase response rates on student evaluations of online courses. Tactics were suggested such as enabling adaptive release and issuing minor extra credit as an incentive for student completion.*
5. Implement the new adjunct instructional observation form for online instruction as well as the new adjunct appraisal form. **COMPLETE AND ONGOING**
6. Implement the new online orientation entry verification module in all online, partial, and hybrid courses. **COMPLETE**
7. Offer professional development to train instructors how to teach the HyFlex model. **COMPLETE**
8. Submit MAT 152 and ENG 112 online courses for Quality Matters certification. **COMPLETE**
9. Determine additional Program/Student Learning Outcomes. **CONTINUE**

D. Summary of Improvements and/or Budget Decision Based On Analysis
1. The LMS Committee was established in 2022 to evaluate LMSs for cost effectiveness and quality student learning outcomes.
2. Division Chairs from both CTE and College Transfer worked together to update the current adjunct instructional observation form for online instruction and to create an adjunct appraisal form.
3. Division Chairs implemented both the new adjunct instructional observation form for online instruction as well as the new adjunct appraisal form beginning in Spring 2023.
4. The Entry Verification Module went live in all online, partial, and hybrid courses as of Spring 2023.
5. "How to Hyflex" training was offered as professional development at the January 2023 faculty workshops.
6. Both MAT 152 and ENG 112 online courses were submitted and approved for Quality Matters certification.
7. A Distance Learning and Technology Success Coach was hired in June 2023 to assist with both students and faculty.

E. Program Objectives/Action for the Next 1 to 2 Years
1. Determine additional Program/Student Learning Outcomes.
2. The LMS Committee will work together with IT to determine which LMS will enhance quality student learning outcomes to ensure students stay the course.
3. Division Chairs will work with IT to determine which classroom would be most conducive for an optimal HyFlex learning environment on campus.
4. Submit and complete Quality Matters certifications for ENG 111 and MAT 143.

F. Program/Student Learning Outcomes at Program Completion

73%
4.63
63%

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

2022-23 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.

Continuing Education serves economic development and workforce needs through seven major categories which are:

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, the Continuing Education Division 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 phenomenon continue, deepening the need for a qualified workforce, especially in the areas of health care, public safety, and the skilled trades through 2022-2023. As the Continuing Education Division transitions out of the global pandemic, the Division's focus in the coming year(s) will be to assist these areas with providing partnership opportunities to help stabilize the workforce through short-term training.

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 – 2022-23 Staff Positions
Continuing Education Office Staff
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

Table 1: Continuing Education Office Staff

	Directors		Coordinators		Instructors		Tech/Para.		Clerical		Professional	
2022-23	1 FT			2 PT			8 FT			2 PT		
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		

College and Career Readiness
1. Director, College and Career Readiness and Academic Studies Center
2. College and Career Readiness Educational Coordinator
3. AHS/ASC Coordinator
4. Instructor, College and Career Readiness
5. Instructor/Military Liaison
6. Assessment Assistant (part-time)
7. Performance & Accountability Manager
8. Secretary, College and Career Readiness (part-time)
9. Advisor (part-time)
10. Pearson Vue Testing Center Proctor (part-time)
11. College and Career Readiness Assessment Specialist
    Note: CCR Recruiter (temporary full-time)

Table 2: College and Career Readiness Staff

	Directors		Coordinators		Instructors		Tech/Para.		Clerical		Professional	
2022-23	1 FT		2 FT	1 PT	2 FT		1 FT			3 PT		
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		

Human Services
1. Coordinator, Human Services
2. Computer Training Program Specialist/Instructor *eliminated*
3. Military Employment Specialist (Nadia Mayora, Katie Armon) *grant ended*
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

Table 3: Human Services Staff

	Directors		Coordinators		Instructors		Tech/Para.		Clerical		Professional	
2022-23			1 FT	1 PT	1 FT				1 FT	2 PT	3 FT	1 PT
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			

Industry Training (NCEdge)/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
5. PT Assistant, Small Business Center
6. PT Business Counselor

Table 4: Industry Training (NCEdge)/Small Business Center Staff

	Directors		Coordinators	Instructors	Tech/Para.		Clerical		Professional	
2022-23	1 FT	1 PT	1 FT			1 PT	1 FT	1 PT		
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			

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 *eliminated*
12. Instructors (6)

Table 5: Occupational Extension Positions

	Directors	Coordinators		Instructors	Inst./Coord.	Clerical	Professional	
2022-23	3 FT	4 FT	3 PT	6 FT	1 FT		1 FT	
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			

IV. Opinion Survey of Continuing Education

Table 6: Faculty/Staff Support Services Survey Results

	# Rating Service	Very Satisfied	Satisfied	Dis-Satisfied	Very Dis-Satisfied	No Opinion	# Resp.
Continuing Education							
Faculty	50	29 (58.0%)	20 (40.0%)	1 (2.0%)	0 (0.0%)	18	68
Prof Staff	52	30 (57.7%)	19 (36.5%)	2 (3.8%)	1 (1.9%)	11	63
Tech/Para	15	9 (60.0%)	5 (33.3%)	1 (6.7%)	0 (0.0%)	7	22
Clerical	10	3 (30.0%)	6 (60.0%)	0 (0.0%)	1 (10.0%)	3	13
Serv/Maint.	4	3 (75.0%)	1 (25.0%)	0 (0.0%)	0 (0.0%)	6	10
Total	*131*	*74 (56.5%)*	*51 (38.9%)*	*4 (3.1%)*	*2 (1.5%)*	*45*	*176*

V.   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, Onslow Memorial Hospital, and Onslow County Schools in

addition to partnerships with organizations and businesses throughout Onslow County 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. The opportunity to pursue additional revenue streams through workforce expansion grant funds, such as Golden Leaf, has proven fruitful with the Continuing Education Division's Weld to Work Initiative. These opportunities, when allowable, give the Continuing Education Division the ability to quickly deploy new programs or emerging technologies as requested by Coastal's local community partners.

VI. 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 can 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 the Continuing Education Division's ability to offer uniquely customized training opportunities for Coastal's Military and Industry partners

VII. 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 or hybrid offerings, where applicable, and online registration will be imperative as the Continuing Education Division moves forward. As the state recognizes the need for a well trained workforce and the importance of short-term workforce development programs, state 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.

VIII. Progress and Response to Continuing Education Goals Printed in 2021-22 DTA:

1. Investigate opportunities for students to be able to register for classes online. **CONTINUE** – Awaiting Destiny One implementation to meet need, the college made the decision not to proceed with implementation at this time.
2. Obtain approval to submit grant applications to start new and enhance current program offerings. **COMPLETE AND ONGOING**
3. Hire additional instructors in identified growth areas to include Welding and Powerline Technician. **COMPLETE AND ONGOING**
4. Re-establish CE Advisory board which was paused during COVID, consisting of stakeholders from all areas of the community. **CONTINUE** – Anticipate restart in Fall 2024, gathering input from Directors and Coordinators for new members.
5. Create Work-Based Learning and Internship opportunities directly connected to workforce offerings. **COMPLETE AND ONGOING**
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. **CONTINUE** – Resubmit for review and consideration in Fall 2024 as a replacement for the Director, Professional Development and Customized Training who departed June, 2023.

IX.   Quality Improvements During 2022-23:

1. Obtained Golden Leaf and Duke Energy Grant funds for Powerline and Welding programs.
2. Updated OE Adjunct pay scale to remain competitive with community colleges in close proximity.
3. CCR and OE programs developed initial IET Pathways focused on Allied Health.
4. SBC and B/I (NCEdge) are now housed under the CE umbrella creating a greater awareness of how each department can supplement students and participants in the respective areas.

X. 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. Re-establish CE Advisory board which was paused during COVID, consisting of stakeholders from all areas of the community.
    3. 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.
    4. Seek additional CE CCP offerings that create pathways into CE and/or CU programs.
    5. Connect Business and Industry (NCEdge) initiatives to prolonged training opportunities within OE courses.
    6. Collaborate with PIO to create a unified marketing strategy.

XI. 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.   Enrollment

The annual duplicated enrollment for Occupational Extension for May 16, 2022 – May 15, 2023 was 9,241. Unduplicated headcount was 4,224.

Occupational Extension (OE) FTE decreased by 7% from the previous academic year accounting for 70% of total FTE associated with the Division of Continuing Education. Though there was a decline in overall FTE during the 2022-23 academic year, a continued focus remained on training programs that lead to in-demand employment. The College and Occupational Extension programs noted an increase in FTE production during the 2021-22 academic year that was directly attributed to a rebound of additional offerings and larger class sizes as the 2020-21 COVID-19 pandemic restrictions began lifting. As part of the overall FTE decrease for Academic Year 2022-2023, the Division realized a 13% decrease of Tier 1 funding, to include Tier 1A and 1B, and a subsequent increase of 2% in Tier 3 funding for the same period.

OE programs in 2022-23 served 212 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. During this period, OE also noted an increase of in-service training that, in turn, resulted in a larger number of duplicated students enrolled in low-hour courses.

Table 1: Occupational Extension FTE Earned

Year	FTE Earned	Notes
2022-23	612	Summer 22, Fall 22, Spring 23; 512 Divisor
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

Table 2: Budget Funding

Year	Budget FTE	Notes
2022-23	632	
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

A.   Major Category (7) Breakdown of Occupational Extension

Occupational Extension has seven major categories. (See Table 3.)

Table 3: Rank Order for Occupational Extension Enrollment

2022-23	2021-22	2020-21	2019-20
1) Public Safety	1) Public Safety	1) Public Safety	1) Public Safety
2) Technical/Vocational Training	2) Technical/Vocational Training	2) Technical/Vocational Training	2) Health Related
3) Health Related	3) Health Related	3) Health Related	3) Technical/Vocational Training
4) Computer	4) Computer	4) Computer	4) Business Related
5) HRD	5) Business Related	5) Business Related	5) Computer
6) Business Related	6) Education Related	6) Education Related	6) HRD
7) Education Related	7) HRD	7) HRD	7) Education Related

Business Related Classes: Since the retirement of the Director of Skilled Trades, Computer Programs, and Marketing in 2021, Continuing Education's foreign language offerings have been limited. The former Director's connections as a retired Lt. Colonel were of great value when interacting with intelligence areas associated with MCBCL.

Notary Public courses provided the largest offering in this category. Three hundred and fifty-two individuals were served and became licensed notaries or E-Notaries in the period from May 2022-May 2023.

Table 4: Business Related

Year	FTE	% of Occ. Ext. Total	Rank
2023	8.03	1	6
2022	12.35	2	5
2021	14.43	2	5
2020	34.05	5	4
2019	38.34	7	4

Sample Classes - Six Sigma, Foreign Language, American Sign Language, Notary Public

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.

Table 5: Education Related

Year	FTE	% of Occ. Ext. Total	Rank
2023	2.29	0	7
2022	2.33	0	6
2021	2.37	0	6
2020	4.08	1	7
2019	2.13	0	7

Sample Classes – Advanced Digital Design for Instructors, Instructor Skills Development Program

Health Related Classes: Health-related classes continue to be one of the largest areas of enrollment behind public safety and technical/vocational training. Class capacities are often limited due to ratio requirements set forth by the oversight bodies or lack of access to 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, have also gained interest.

Table 6: Health Related

Year	FTE	% of Occ. Ext. Total	Rank
2023	170.66	28	3
2022	171.83	27	3
2021	159.15	26	3
2020	194.72	31	2
2019	194.30	33	2

Sample Classes – Nurse Aide, Medical Billing, Pharmacy Technician, Massage Therapy, Personal Trainer, ServSafe

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.

Table 7: Public Safety

Area	2023 FTE	2022 FTE	2021 FTE	2020 FTE	2019 FTE	% of Occ. Ext. Total	Rank
Public Safety	212.08	227.96	223.27	211.23	207.43	34	1
Law Enforce.	47.68	37.29	39.25	35.47	37.78		
EMS	100.75	108.06	106.78	114.49	112.23		
Fire	63.65	82.61	77.24	61.26	57.43		

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

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 see significant interest during this period. However, Continuing Education did have to limit the number of students accepted into some programs because of a limited instructor pool.

Table 8: Technical/Vocational

Year	FTE	% of Occ. Ext. Total	Rank
2023	195.29	32	2
2022	203.86	32	2
2021	185.51	31	2
2020	161.81	26	3
2019	102.95	18	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

Computer Classes:

Although most of the restrictive COVID policies were being incrementally rescinded, Continuing Education still experienced challenges that hampered the Program's ability to provide computer training classes. Most notably, employees working from home (remote) and the availability of training funds for the WFLC. Also, not having a designated computer training classroom aboard Camp Lejeune had an impact on enrollment as well; several military units that expressed interest in conducting computer training for their personnel were seeking to conduct the training at a classroom location aboard the base. And, as remote work became the norm for most organizations, there was a marked increased demand for learning how to use such collaborative tools as the integration of various Office 365 apps and the use of Microsoft Teams and SharePoint.

Table 9: Computers

Year	FTE	% of Occ. Ext. Total	Rank
2023	17.78	3	4
2022	23.23	4	4
2021	17.00	3	4
2020	19.73	3	5
2019	29.42	5	5

HRD: The Human Resources Development (HRD) program offers training to assist unemployed or underemployed individuals in gaining the necessary skills for successful employment. During the 2022-23 reporting period, Continuing Education was able to gain access to locations that had previously been unavailable due to pandemic restrictions.

Table 10: HRD

Year	FTE	% of Occ. Ext. Total	Rank
2023	9.54	2	5
2022	0.77	0	7
2021	0.00	0	0
2020	6.69	1	6
2019	6.73	1	6

During the 22-23 reporting period, Continuing Education was able to reestablish the employability lab within NCWorks.

B. Completion Rate

In 2022-23, the completion rate for Occupational Extension classes was 95%, with 8,743 completions out of 9,241 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. Table 11 and Table 12 provide the scores that have been made available.

Table 11: Certification/Licensure – Performance Measures

Certification	CE CY* 2022		CE CY* 2021		CE CY* 2020		CE CY* 2019	
	Students	% Pass	Students	% Pass	Students	% Pass	Students	% Pass
Det. Officer	21	90%	10	100%	20	95%	20	100%
EMT**	52	94%	52	96%	60	98%	52	92.7%
EMT-P**	6	83%	6	67%	8	88%	6	67%
Inspection – Building	43	42%	30	37%	16	56%	10	59%
Inspection – Electrical	27	48%	19	42%	12	42%	8	39%
Inspection – Fire	21	76%	14	64%	13	62%	13	55%
Inspection – Mechanical	18	89%	31	77%	16	56%	15	85%
Inspection – Plumbing	22	95%	18	89%	16	88%	12	77%
Massage Therapy	12	92%	20	70%	15	67%	19	87.5%[1]
Manicurist	3	0%	14	57%	12	100%	11	100%
Nurse Aide***	74	82%	72	89%	69	77%	107	93%

*CE CY indicates the Continuing Education calendar year.
The table above includes CU and CE students for EMS.
**EMT – 32 CE students tested with a pass rate of 93.7% and 8 CU students tested with a pass rate of 100%
**Paramedic – 1 CE student tested with a pass rate of 100% and 5 CU students tested with a pass rate of 80%.
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 76% for 2022.
** 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.

Table 12: Certification/Licensure – Other

Certification	CE CY* 2022		CE CY* 2021		CE CY* 2020		CE CY* 2019	
	Students	% Pass	Students	% Pass	Students	% Pass	Students	% Pass
Certified Personal Trainer	7	100%	0	N/A	8	75%	25	92%
Certified Medical Admin. Asst.	8	75%	16	94%	6	100%	19	92.3%
Certified Professional Coder (AAPC)	20	90%	23	86%	16	94%	14	80%
Certified Professional Coder ONLINE (AAPC)	12	75%	27	70%	14	100%	7	86%
Radar	32	100%	25	100%	29	100%	19	100%
CVT (EKG Tech)	8	87%	9	88%	3	66%	6	N/A
Phlebotomy	12	100%	14	93%	12	100%	9	100%
ServSafe	21	100%	51	100%	22	100%	29	100%
NA I Written	61	100%	N/A	N/A	55	95%	69	96%
NA I Skills	59	81%	N/A	N/A	58	88%	70	98%
NA II	20	95%	23	100%	16	100%	23	100%
NA Refresher Written	7	100%	18	100%	17	100%	13	100%
NA Refresher Skills	7	100%	18	89%	18	96%	14	91%

*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 Continuing Education is 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 2022-23 show a 95% satisfaction rate of those individuals surveyed.

E. Class Visitation

During the 2022-23 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 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 2022-2023, 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. During the reporting year, Continuing Education was able to hire an additional instructor, bringing the number of FT instructors to two within the Powerline program. However, both instructors left in the Fall of 2022 and are still working locally with contractors and local cooperatives and have hired graduates from Continuing Education's courses. The reduction in personnel forced Continuing Education to limit the number of students in both Fall and Spring classes due to the hazardous nature of the curriculum and for a period we leaned solely on PT instruction. In January of 2023, Continuing Education was able to secure one FT Powerline instructor. 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, when at capacity, and demand continues to increase from the civilian and military populations. The Division continues to employ one full-time Truck Driver Training Coordinator, two FT Instructors, and 3 PT instructors to assist in the newly created weekend CDL course. The Division successfully ran nine Truck Driver Training courses during the academic year 2022-23, in which 100% of CDL Students received their Class A CDL. Within the Division's Fire/Rescue Training program, staffing levels remain stable with one Department Head for Curriculum and Continuing Education and one full-time Instructor/Coordinator. Both instructors are hybrid positions between CU and CE, with instructional responsibilities in both areas and coordination responsibilities in CE. With the daytime Fire Academy growing, an additional instructor would be helpful 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 the part-time evening academy are not 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 the 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 the daytime and evening EMT courses to include clinical oversight. Continuing Education had one FT EMT instructor leave in December of 2022. In addition, the EMS Curriculum program had some movement in personnel, and the loss in both areas created an additional workload for remaining personnel to ensure that program requirements were sufficiently met. A shortage of EMS professionals within the county pulls qualified adjunct instructors away from teaching to provide additional overtime 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 are required to take leave to instruct the courses.

In January of 2021, Continuing Education lost the 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 2020-21, allowing their nursing licenses to lapse, consequently causing them to no longer meet the requirements of the oversight bodies for subsequent academic years. Moreover, many nurses who chose to remain in the field, due to the shortage of qualified health care workers, are taking high paying travel jobs that allow them to work when and where they deem appropriate. The instructor shortage was compounded when several instructors chose not to receive the COVID-19 vaccine, which left them unable to attend some of the clinical locations with the 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. Continuing Education continues to have requests for each of these courses. Continuing Education was able to successfully identify one PT NAI instructor who taught the 2022 summer Nurse Aide course and then moved out of the area. In Fall of 2022, Continuing Education was able to identify a new NAII instructor to lead the evening NAII course. Continuing Education's FT NAI instructor has taken on the additional course of NAI refresher between Nurse Aide offerings, and Continuing Education continues to see positive outcomes under her guidance.

Through the challenges, the programs 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 as these student entry points and pathways continue to grow.

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 the Division's 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. During this period, the Division was able to successfully offer a Construction Trades course open to SkillBridge and civilian students. Continuing Education continues to see a demand for additional welding courses and the PT Welding instructor, who was awarded the Excellence in Teaching award in September 2021, was shifted to FT in February of 2023 to provide an additional daytime welding program through CE.

As technology continues to evolve, the College is 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 the 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 the military population as they prepare to transition from service. This position has increased the DoD SkillBridge registrants by 100% in the two years since her hire date.

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, there was a decision made by MCIEast / CHRO to relocate the WFLC computer training classroom from a temporary trailer at the French Creek area to a recently refurbished building located on main side Camp Lejeune on G Street. The computer training classroom is located in a building with the Veteran Affairs office, the Human Resource office, and the Civilian Workforce Learning Center office. Also, the Computer Training department in partnership with the MCB Workforce Learning Center office continued to acquire (purchase) the equipment required for the new computer training classroom located aboard Camp Lejeune in building 308.

With the assistance of ISS, the Computer Training Department was provided an Office 365 training tenant (sandbox) for the purpose of creating student accounts and assigning various Office 365 apps for training purposes. With this enhanced capability, the Continuing Education Computer Training Department can use the training tenant to customize the application training content to meet a variety of different training scenarios. It also allows the Department full control of the training environment, the ability to create, delete and restore student training accounts, and offers reliability and security.

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 Marshal. 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.

Continuing Education's evening Welding courses moved from classroom T118 to T133 to accommodate more students as demand continues to increase. Continuing Education was also fortunate to obtain a mobile welding lab made by Kentucky Trailer in January of 2023 to accommodate additional CE daytime welding opportunities. Continuing Education's first Weld to Work course comprised of mostly transitioning service members ran in March of 2023.

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 the Fire trainees are completed at the Georgetown Training Grounds. The College now has a 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.

In August of 2022, the College completed a new Nurse Aide lab in R114 to offer NAII. The lab is equipped with four complete stations with beds, overbed tables, bedside tables, and privacy curtains. The additional space also provided more storage to maintain the many supplies associated with CE Healthcare classes. This new space is also utilized for Cardiovascular Technician, Medication Aide and additional overflow space for skills practice when NAI courses exceed capacity in R123. During COVID-19, all clinical facilities stopped allowing students access to their sites. This change affected most of the health courses. For NAI and NAII, Continuing Education was 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. In a scenario where another event disallowed access to off-site clinical spaces, this additional space will be important in continuing to train those entering the healthcare field. During this period, Continuing Education was also able to provide a dedicated space for Phlebotomy courses in R121. With a storage space in R114, the necessary supplies for phlebotomy are in close proximity, and the additional space allows for day and evening classes as soon as the Division

can identify additional clinical sites. Having all of the CE Health courses in close proximity creates a sense of community amongst the students and allows for more efficient inventory monitoring for CE Health classes. Though some COVID-19 immunization requirements are still in effect at select clinical sites, most agencies have allowed our students to return to complete their clinical requirements with an exemption, if required.

The EMS Programs could benefit from additional lab space. Currently, the classroom must be transitioned and equipment moved around to accommodate space for demonstrating required skills and procedures causing wear and tear on the equipment. NCOEMS Program Guidelines identify the requirement of a designated lab space for each program by December of 2024. A designated lab space large enough to accommodate 24 students would greatly benefit all involved.

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 continue to 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 increases and outside training centers are seeking the same clinical spaces. Continuing Education's daytime EMS program needs additional space to increase enrollment 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, the Continuing Education Division acquired two new Vital Sign machines. These machines provide up-to-date technology and replaced equipment previously purchased over ten years ago. In 2022, the Continuing Education Division received updated beds, bedside tables, curtains, and simulation manikins in anticipation of the additional Nurse Aide lab. Upon completion of the lab in August, Continuing Education also invested in two new manikins to meet the needs of the NAII students' skill requirements. In Spring 2023, the Fire program was able to purchase three new sets of personal protective equipment (PPE). 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. Since January of 2022, the full-time day Fire Academy has created a higher demand for protective gear as more students are seeking training who are not affiliated with an existing agency. There will be an ongoing budget proposal for the purchase of a new(er) fire pumper apparatus to bring the students into 21st century training. Jacksonville Fire and Emergency Services donated a 1994 fire pumper in July 2018. As the previously donated truck became less reliable, a suitable replacement was identified and the College purchased a 2000 E-One Spartan engine in March of 2023.

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, Continuing Education has developed a schedule of phasing out older vehicles at certain times to avoid major maintenance interruptions. In December of 2022, the College also purchased an L3 Harris Truck Driver Training Simulator to assist students with the foundational skills to safely operate the tractors prior to getting into the

commercial vehicle. This also provides an opportunity to train for events that Continuing Education would not want to replicate in a real scenario, such as a blown tire.

In January of 2023, the College obtained a fully-operational ten-bay mobile welding lab to provide more opportunities for daytime welding certification programs. The mobile lab was fully equipped with Miller welding machines, exhaust units, an office space, classroom space, and the required technology to deliver a full classroom/lab experience.

During the period under review, the Computer Training department renewed several software application licenses (e.g. Adobe CC, Captivate, Forms Designer). In addition, the department purchased three (3) UHD TV monitors to support classroom instruction. One UHD TV monitor on a cart was designated to support the Drone Certification Exam Prep course. The TV monitor on the cart provides the necessary resolution to view the detail / info depicted on various aeronautical charts used in class. Additionally, new laptops for the mobile classroom were purchased, and the process of acquiring IT related equipment (network switch, printer, laptops, and projector) for the new computer training classroom located at the MCB WFLC Bldg. 308 began. During the 2020-21 academic year, the College replaced an aging cardiac monitor and purchased new pediatric feedback manikins within the 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 manikin 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 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 remains high, and Continuing Education consistently receives requests from local hospitals, home care facilities, and long-term care facilities to recruit the College's graduates. 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 the NA students are on a Nursing pathway and do not immediately seek job placement but enter into a nursing program. Continuing Education continues to see many of the students take traveling positions, in all fields.

The demand for licensed massage therapists in the Jacksonville area continues to grow. In recent years, several massage therapy clinics have opened, providing ongoing employment opportunities for graduates. These establishments have hired and continue to hire many Coastal graduates. The massage therapy profession as a whole continues to see employment demand year over 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 21 detention officers in 2022 with 90% pass rate and additional courses have been scheduled for 2023 with local law enforcement agencies as the 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 XV and XVI (evening), 22B and 22A (Daytime) graduated during this period, accounting for 32 additional certified Firefighters.

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. Continuing Education has 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. 2022-23 saw a substantial demand locally and statewide for EMTs, Advanced EMTs, and Paramedics. Many agencies are employing more EMTs to offset a decrease in the paramedic workforce statewide.

The shortage of skilled and certified information technology talent available in the job market remains a constant. Likewise, companies restructuring their IT support due to changes in the industry was prevalent during this reporting period. More and more organizations are not only considering reduction in hardware and data centers, but also leveraging cloud computing and virtualization to support their business needs. Regrettably, 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 2022-2023 academic year, 77 Truck Driver Training and 47 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 a 2022 estimate from the American Trucking Association, the United States is experiencing a shortage in excess of 78,000 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 line workers in an industry where Journeymen linemen are aging out. The need for skilled welders, heavy equipment operators, CNC operators, and Manufacturers 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.

The demand for highly skilled IT professional is expected to continually outpace the available talent pool. Network and Cloud security is the most difficult IT skill for employers to find. Also, there is a marked increase from students actively seeking to pursue knowledge beyond the entry level office application skills to updating their skills to increase the opportunity to obtain high tech level jobs in the area of IT security, data analytics, and data mining. As the training ecosystem continues to evolve, the continued expansion of virtual learning platforms and collaborative communication tools is becoming more widespread. However, this expansion requires a significant capital investment in IT infrastructure and technical support.

As artificial intelligence (AI) and collaborative apps/tools makes its way into various industries, it is necessary to understand the impact artificial intelligence will have on privacy, information security, and most notable computer-based learning.

In addition, Continuing Education continually strives to adapt (customize) the Division's training content and curriculum to be what is referred to as "situated learning," which is essentially creating content using real world datasets to simulate business scenarios/processes and activities of an organization.

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 put healthcare employees at the forefront of the nation's attention and the need for all healthcare professionals has grown exponentially, especially with the departure of many healthcare professionals during and immediately after the pandemic. Out of necessity, through COVID-19, many classes transitioned to online learning, yet still required classroom training for skills. Continuing Education responded and offered hybrid and online offerings, where applicable. Because of more flexible offerings, Continuing Education has seen a noticeable increase in Hybrid NAI, Online Certified Medical Administrative Assistant (CMAA), Online Central Sterile, and online Pharmacy Technician courses. However, Continuing Education has also noticed that as content gets more challenging in an online environment, students are more inclined to stop attending than they are in a seated environment. In an effort to combat the shortage of licensed healthcare workers, Continuing Education has worked with Onslow Memorial Hospital to develop a residency program to employ and train individuals internally.

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 the 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 working 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, Continuing Education 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 has lent itself to additional opportunities within the Truck Driver Training program to include the development of an online ELDT Theory course.

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 the 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, Continuing Education has 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.   Operating Budget

Table 13: Operating Cost:

Year	Equipment		Supplies		Professional Development and Travel	
	Budgeted	**Actual**	**Budgeted**	**Actual**	**Budgeted**	**Actual**
2022-23	142,928	142,928	392,412	356,615	16,773	12,235
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

2022-23 – Several large supply purchases in Fire were budgeted but not received until the following FY due to extended lead times for many public safety items. Health care supply costs rose dramatically during 2020 and stabilized some in 22-23 resulting in less expense that what was anticipated based on previous years.

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.

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 the Division's adjunct instructors have been working and teaching at Coastal for a decade or more. A large majority of OE instructors, FT and Adjunct, have had careers within the field in which they teach prior to seeking opportunities in academia. 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. Continuing Education has the flexibility and resident knowledge to modify 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 Radar Certification exam. Coastal's students also achieved a 90% or higher pass rate for the calendar year 2022 in Massage Therapy, Phlebotomy, Certified Personal Trainer, ServSafe, and EMT. Coastal continues to maintain one of the highest first-time pass rates on the North Carolina EMT exam. Coastal's Paramedic program completed their CoAEMSP site visit in March of 2023 to remain CAAHEP accredited with no citations identified. 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 active-duty military and industry partners. Where applicable, it is important to provide a real-world experience within the short-term training programs to connect theory and practiced skill to practical application within the work setting. Continuing Education has partnered with local employers to provide training experiences on-site within the disciplines of Animal Science and Welding.

There were four Fire Academies held in 2022-23; 16 students graduated in June and 16 graduated in December. 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.

The Continuing Education Computer Training Department is very fortunate to have a great pool of qualified and energetic part-time instructors who are willing to share their knowledge, industry-related experience, and skills. Many of the part-time Computer Training instructors have been with the department for over 20 years. Some of the instructors have or have had very high-level IT jobs or possess hard to find credentials (e.g., Drone Pilot, PMP). They often continue to maintain their credentials (at their own expense), which gives the Division's IT training programs tremendous creditability. In addition, by implementing the use of the Office 365 training tenant, it allowed for Continuing Education Computer Training classes to be easily accessible and managed, requiring minimal IT support.

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 more than 10 years. One of the two assistant instructors has been with the program for more than eight years. The lead Phlebotomy instructor has been in that job for over 20 years and has a 100% pass rate on the national exam. 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 impact student success Division-wide.

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 created an apprehension about taking classes that involved close contact with other students as is required when learning the skills involved with many CE courses. Though clinical sites have begun to open their doors to students, healthcare as it was once known will take a long time to recover. As we navigate further out of the pandemic, we continue to observe students choosing not to enter into training environments which require additional immunizations associated with COVID-19.

CE continues to be impacted 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 Continuing Education continues to grow the SkillBridge programs and recruit active-duty personnel into the Division's programs, the threat of mass deployments due to world-wide conflicts could negatively impact the 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. The Division's

strength comes from its 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.

Maintenance of equipment within Powerline and the Truck Driver Training programs is becoming more frequent with aging equipment. Without a CU Diesel program on campus, Continuing Education must rely heavily on mobile mechanics, whose capacity for repairs is sometimes limited. The nearest certified diesel shops are in New Bern and Wilmington. Fluctuating fuel costs also present a budgetary challenge throughout the fiscal year.

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. In addition, Continuing Education competes against industry demand for the same workforce that in many for-profit sectors creates a challenge to recruit and retain instructors.

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 or increase class sizes. Instructor availability impacts Continuing Education's ability to increase class sizes in areas that have student to instructor ratios due to a regulatory body or safety concerns. The need for additional clinical sites and field ride time for the EMS students also presents a challenge. An additional FT evening EMT/In-Service instructor would benefit the college and the growing demand for in-service and CPR training. Through the reporting period, the CE EMS Coordinator has had to teach the evening EMT courses and assist in CPR, in-service, and other training requests, increasing the workload of a position that is primarily the coordination of CE courses.

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.

The Computer Training Department continues to compete for students seeking to obtain various IT-related certifications (such as: CompTIA A+, Network + and Security +) with other external organizations (e.g., Marine Corps COOL and CTC). Also, Continuing Education experiences difficulties in determining rapidly-changing computer training needs and requirements of the various military organizations due to limited access per current Marine Corps Base guidelines. Additionally, the barriers to non-military affiliated students obtaining a security clearance and base access hampers their ability to apply for the IT jobs on the military bases.

The Computer Training Department can continue to expect considerable difficulties as well as fluctuation and challenges in meeting future enrollment and FTE revenue goals. The department is making it possible to offer more online / hybrid course offerings. However, due to demand, some low enrollment basic computer classes were discontinued. Furthermore, many IT students are weighing the advantages of obtaining an industry credential or a college degree. In most cases, a college degree at the start of an IT career does not always answer the need for the continuous acquisition of IT skills. In general, IT employers are seeking a candidate with more specialized knowledge and skills.

Technical challenges still exist for some students with regards to internet accessibility due to poor connectivity or low bandwidth outside the classroom. This could be problematic, especially as hybrid and online classes use virtual / simulation labs that are becoming more robust and sophisticated.

Lastly, by not having dual monitors in the Continuing Education Computer Training classrooms, it presents learning challenges for students, especially when students are using multiple apps simultaneously during class.

The cost of immunizations, background checks, and third-party certification fees continues to rise and has become a barrier for some students. The cost of immunizations is high and very difficult for those without insurance or financial assistance. The Continuing Education Division recently signed an updated contract with a new provider for background and immunization tracking that will slightly reduce the expense to students. 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 2021-22 DTA
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. **CONTINUE AS REVISED** – Objective updated to provide a focus on our military population.
2. Identify additional lab space for allied health and trades programs. **CONTINUE AS REVISED** – Objective update to focus on trades programs, lab space for nursing was identified.
3. Work on part-time salary structure for adjunct instructors to align more closely with CU counterparts. **COMPLETE**

Business Related
1. Expand marketing efforts for a Six Sigma Black Belt certification course. **CONTINUE** – Working with local organizations to offer Yellow and Green Belt courses in an effort to generate enough interest in Black belt.
2. Identify additional NC Notary instructors. **CONTINUE** – Instructors were identified but ultimately chose not to proceed with the onboarding process. Our current instructor has identified that they will not be available after Fall of 2024.

Education Related
1. Expand the number and locations of ISDP offerings for our military partners from two (2) to three or more per year. **CONTINUE** – As of Fall 2023, discussion is underway with Marine Corps Combat Service Support School to increase the number of offerings per year.
2. Explore the option to offer Advanced Digital Design for Instructors (ADDI) outside of our military partners, possibly to OCS. **CONTINUE** – Anticipate working with OCS Summer of 2024 on professional development opportunities.

Technical/Vocational Related
1. Incorporate Blackboard components of technical/vocational courses to enhance face-to-face offerings. **COMPLETE AND ONGOING**
2. Investigate a Powerline Technician Curriculum program that will coincide with the CE program. **CONTINUE** – Anticipate providing a CU proposal of the Powerline program that will run concurrent with CE offering to administration for review by Fall of 2024.

3. Obtain authorization to provide NAVTA veterinary assistant credential. **CONTINUE** – In process of identifying a licensed veterinarian to connect to the program for credentialing.
4. Advertise and obtain a new Manicurist instructor. **CONTINUE** – Retirement of program director temporarily paused the search for a new instructor.
5. Provide a day time Welding SkillBridge course on campus. **COMPLETE**
6. Hire Full-Time Welding Instructor. **COMPLETE**
7. Investigate the option to add a driving simulator to our TDT program. **COMPLETE**

Health Related
1. Identify CE programs/courses that will articulate to CU credit and align with SACSCOC requirements. **CONTINUE** – Awaiting the Health Care credential cross-walk from the NCCCS office to provide guidance.
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. **CONTINUE** – Personnel changes have created a delay in implementing CEUs outside of the core Massage Therapy program.
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. **CONTINUE AS REVISED** – Revised to focus on the need of an additional NAII instructor due to growth in our residency program and ratio limitations.
4. Seek additional CCP offerings to include Medication Aide and CVT. **CONTINUE AS REVISED** – Revised to include additional programs, working with interim-CTE Director to determine which programs are desired.
5. Transition from Pearson Vue to Credentia for Nurse Aide I testing. **COMPLETE**
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. **COMPLETE**

EMS Related
1. Provide an Advanced EMT course. **CONTINUE** – Personnel movement has delayed the implementation and building of the Advanced EMT Course.
2. Ensure areas of concern are addressed in the CoAEMSP accreditation prior to the on-site visit. **COMPLETE**
3. Identify a dedicated lab space for EMS programs to reduce wear on equipment. **CONTINUE AS REVISED** – Revised to identify the impending requirement (December, 2024) of a dedicated lab space as outlined by the OEMS program guide.
4. Provide EMT as a SkillBridge offering and incorporate with daytime Fire Academy. **COMPLETE**
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. **COMPLETE**

Fire Related
1. Investigate the potential for VA approval of GI Bill benefits for the daytime Fire Academy. **CONTINUE** – Movement in Personnel has delayed the submission for VA Approved programs, focus was shifted to Daytime Fire Academy implementation. Anticipate submission to CCCC VA for review by Fall of 2024.
2. Coordinate and work with all interested parties in the development of a master plan for Georgetown Fire Training Grounds. **CONTINUE** – An Engineer has been identified and discussion is underway for an updated master plan.
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**

Law Enforcement Related
1. Offer Advanced Negotiator Training. **CONTINUE** – In process of identifying instructor, previously identified instructor retired and moved out of the immediate area.
2. Offer an Advanced SWAT Training class. **CONTINUE** – Instructor has been identified, anticipate first Advanced SWAT course in Fall 2024.

3. Focus on developing high-impact areas (driving pad, sniper range) at Bear Creek Training Grounds or other identified locations. **CONTINUE** – Awaiting approval of DoD Easement.
4. Develop and offer Sniper I and Sniper II course. **CONTINUE** – Currently working with Onslow County Sheriff's Department to set up a sniper range.
5. Work with the city and county to update shooting simulator. **COMPLETE**

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. **CONTINUE AS REVISED** – Revised to note that Marine Corps Base Camp Lejeune identified a new facility for the lab.
2. Replace the classroom PCs in CE 204 to enhance our capability to provide cloud-based computer training courses. **CONTINUE AS REVISED** – Revised to include classroom S116, will begin working with IT to determine feasibility and associated cost.
3. Explore opportunities to expand our use of the Azure training tenant. **CONTINUE AS REVISED** – Will budget for Azure platform in 2024-25 FY.
4. Continue to expand our online and hybrid course offerings. **CONTINUE** – Working with instructors to determine the most appropriate structure to ensure student success. Anticipate offering first hybrid course in Summer of 2024.

HRD Related
1. Expand marketing of other skills training classes in HRD classes and program outreach. **COMPLETE AND ONGOING**
2. Begin offering HRD courses that align with CCR/OE Pathways, IETs. **CONTINUE AS REVISED** – CCR IETs were developed for other OE courses during this period and discussion is now occurring on how to integrate additional soft skills through HRD offerings within the already developed CCR/OE Pathways.
3. Integrate HRD courses into SkillBridge programs to assist with post training employment. **CONTINUE** – Awaiting the updated MARADMIN to determine approved length of programs via DoD to ensure additional content is provided to programs without exceeding the time allotted to each participant.
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. **CONTINUE** – COVID-19 shifted classes away from military classrooms, and a change in military contacts created a challenge in scheduling once approved to operate under normal conditions.
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. **COMPLETE**
6. Investigate strategies to provide off-campus work experience for Out-of-School Youth participants. **CONTINUE** – A review of processes and insurance policies from other community colleges who administer WIOA funds is underway.
7. Discuss re-assigning the administration of the State Child Care Grant to a department more connected to curriculum students. **CONTINUE** – Discussion has begun to determine if the administration would be better suited in the Student Services Division, which primarily serves curriculum students.

D. **Summary of Improvements and/or Budget Decisions Based On Analysis**
Business Related
1. Began reviewing Arabic and Russian Language offerings in preparation to present to the College's military partners.

Education Related
1. In partnership with Camp Johnson, developed a pipeline for military instructors to flow from ADDI into ISDP.

Technical/Vocational Related
1. Hired a FT Welding Instructor for Daytime CE offerings. Purchased a 10-bay mobile welding lab from Kentucky Trailer, outfitted with Miller Welding machines to provide additional Daytime CE offerings.
2. Hired a Powerline instructor to replace one of the vacancies.
3. Awarded a $500,000.00 grant from Golden Leaf in partnership with Onslow County Schools to focus on training more certified welders.
4. Purchased a driving simulator and additional tractors to replace aging equipment within the Truck Driver Training Program.
5. Updated Powerline PPE.

Health Related
1. Updated Allied Health Lab in Ragsdale 114 for Nursing courses along with a dedicated space to offer Phlebotomy courses.
2. Shifted from Castlebranch to Complio as the vendor for students to meet clinical requirements is more user friendly and less expensive for students.
3. Obtained SkillBridge approval for NAI and had the first transitioning service member in August of 2022.
4. Developed a new Residency partnership with Onslow Memorial Hospital (OMH) to pay for students to attend NAI and NAII courses and upon successful completion will have a contract for employment with OMH for one year. The first resident students started in January of 2023.

EMS Related
1. Renewed CAAHEP Accreditation with no citations identified.
2. Purchased updated CPR manikins to remain compliant with changing AHA requirements.

Fire Related
1. Obtained three sets of turnout gear to accommodate non-affiliated Fire Academy students.
2. Obtained a MOA with the county to manage the Georgetown Fire Training Grounds with continued discussion for access to additional adjacent property to develop a more comprehensive master plan.
3. Obtained a 2000 E-One Spartan Pumper to replace the previously donated fire pumper truck by the Jacksonville Fire and Emergency Services in July 2018.

Law Enforcement Related
1. In partnership with both the city of Jacksonville and the Onslow County Sheriff's Department, acquired an updated shooting simulator.
2. Updated Sim guns, holsters, and batons for CE Law Enforcement training.
3. Offered Armed Detention Officer for the first time.

Computer Related
1. Developed a CompTIA Network + and Security + Certification Exam Prep Boot Camp course which consists of 180 hrs. of instruction.
2. Replaced Adobe Live Cycle Designer course with the Adobe Forms Designer course.
3. Offered organizational training to the following units: MCAS New River (MAG-29), 2D MARDIV, JOEMC, MCCSSS, and MCIEast.
4. Developed the following digital literacy courses for Onslow County Schools teacher renewal credit: Gamification Apps for Use in the Classroom and Digital Resources for Educators.
5. Implemented the use of the O365 training tenant to support various CE computer training courses.
6. Developed the following courses: Office 365 Excel: Data Analysis, Pivot Tables and Cloud Collaboration, and Introduction to Microsoft Teams.
7. Developed the course curriculum for a Power Business Intelligence (BI) course and installed Power BI desktop on the classroom PCs in CE 204.
8. Upgraded the Office licenses on the PCs in CE 204.
9. Renewed the Adobe Cloud subscription for the classroom PCs.
10. Purchased two (2) UHD LED TVs for CE 204 – replaced the old Samsung TVs.
11. Purchased fifteen (15) external DVD drives to support remote location training when implementing the use of the mobile classroom (laptops).

12. Purchased a flat panel cart for the UHD TV to be used to display aeronautical charts in support of the Drone Certification Exam Prep course.

<u>HRD Related</u>
1. Hired a full-time temporary WIOA outreach specialist to help with marketing and outreach of WIOA grant program.
2. Coastal Carolina Community College was awarded the WIOA Out-of-School Grant for 2023-2024.
3. The WIOA Adult and Dislocated Worker Grant was renewed for the 2023-2024 program year.
4. Coastal Carolina Community College was awarded funding from many sources including: GEER, STWD, SECU Bridge to Career Program, Golden LEAF, and NC State Childcare Grant.

E.   Program Objectives/Actions for the Next 1 to 2 Years
<u>Occupational Division Goals</u>
1. Develop a focused marketing campaign within the community for each program area to increase enrollment in on campus classes with a focus on the military population and transitioning service members.
2. Identify additional lab space for skilled trades programs to include Marine Outboard, Small Engine Repair, and Construction trades.
3. Offer additional CECCP offering for Onslow County Schools, private schools, and homeschool groups within Onslow County.
4. Continue to strengthen relationships with county public safety officials to include Fire, EMS, and Law Enforcement due to changes in leadership at each organization.

<u>Business Related</u>
1. Expand marketing efforts for a Six Sigma Black Belt certification course.
2. Identify additional NC Notary instructors.

<u>Education Related</u>
1. Expand the number and locations of ISDP offerings for 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 the College's military partners, possibly to OCS.
<u>Technical/Vocational Related</u>
1. Investigate a Powerline Technician Curriculum program that will coincide with the CE program.
2. Obtain authorization to provide NAVTA veterinary assistant credential.
3. Advertise and obtain a new Manicurist instructor.
4. Identify acceptable lab space for Marine Outboard and Small Engine Courses.
5. Work with the Regional Skills Center to offer either evening courses or CECCP offerings.

<u>Health Related</u>
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. Revisit the possibility of hiring an additional FT RN instructor to support the health-related programs such as NAII that limit enrollment to 10 because of NCBON Ratio requirements.
4. Seek additional CCP offerings to include Medication Aide, CVT, and Phlebotomy.
5. Continue to work with OMH to support the Residency program and identify if there may be other programs (CVT or phlebotomy) that Continuing Education could develop a residency program for in order to meet their staffing needs.

<u>EMS Related</u>
1. Provide an Advanced EMT course.

2. Identify a dedicated lab space for EMS programs to reduce wear on equipment and to remain compliant with upcoming regulations outlined by the OEMS Program guide.
3. Pursue accreditation for Advanced EMT programs to ensure the programs meet State requirements.
4. Continue to improve and increase the number of clinical sites for Continuing Education's EMS students to include behavioral health and physician offices.
5. Purchase updated medium fidelity manikins for EMT and paramedic programs to comply with state standards.
6. Explore the option of a full-time evening EMT/in-service/BLS educator.

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. In partnership with EOC of Onslow County and the City of Jacksonville, develop an emergency telecommunicator training center.

Computer Related
1. Coordinate with the IT department for the purchase and installation of new projector, Smartboard and speaker system for the new Workforce Learning Center classroom located at MCB Camp Lejeune building 308.
2. Replace the existing monitors in the CE computer training classrooms (i.e. CE 204 and Skills 116) with dual monitors to enhance Continuing Education's capability to provide cloud-based computer training courses.
3. Provide funding (if necessary) and explore opportunities to expand Continuing Education's use of the Azure Office 365 training tenant.
4. Continue to expand Continuing Education's online and hybrid course offerings. Continue to coordinate with the MCIEast / CHRO WFLC office on the quarterly computer training schedule in accordance with the MCB Bulletin.

HRD Related
1. Investigate ways to assist 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.
2. Integrate HRD courses into SkillBridge programs to assist with post training employment.
3. 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.
4. Investigate strategies to provide off-campus work experience for Out-of-School Youth participants.
5. Discuss re-assigning the administration of the State Child Care Grant to a department more connected to curriculum students.

VI. Program Outcomes 2022-23
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.

95%   2. 85% of students enrolling in Occupational Extension training will successfully complete the course.

95%   3. 80% of students surveyed will report satisfaction with course content.

94%   4. 80% of EMT students will pass the state licensing exam on the first attempt.

83%   5. 80% of EMT-P students will pass the state licensing exam on the first attempt.
100%   6. 80% of Phlebotomy students will pass licensing exam on first attempt.
82%   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.

12 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 2022-23 was 1,387 participants. (See Table 3.) The SBC offered two FTE-generating entrepreneurship offerings (REAL/Pitch It! Onslow & Pathways-REAL Entrepreneurship HRD), which had an unduplicated headcount of 21 participants. The total number of counseled clients, including in-person, telephone, and email, was 276. (See Table 5.)

The SBC continues to adapt to the updated SBCN program guidelines, which have excluded seminars from performance funding criteria. The focus is on scaling operations effectively while prioritizing counseling services that deliver tangible results. We aim to strike a balance between providing adequate training to meet market demands, staying within budget limits, and maximizing seat hours.

Table 1: Non-Budget FTE Generation

Year	FTE
2022	13.94
2021	12.65
2020	7.32
2019	12.69
2018	13.30

Table 2: Number of Seminars Presented

Year	No.
2022-23	129
2021-22	136
2020-21	139
2019-20	171
2018-19	174

Table 3: Number of Seminar Participants

Year	No.
2022-23	1,387
2021-22	1,799
2020-21	1,431
2019-20	2,462
2018-19	2,186

Table 4: Number of Seat Hours

Year	No.
2022-23	6,631.50
2021-22	6,141.25
2020-21	3,748.59
2019-20	6,497.50
2018-19	6,814.00

Table 5: Number of Individuals Receiving Counseling Services

Year	No.
2022-23	276
2021-22	244
2020-21	224
2019-20	270
2018-19	207

Note: For Non-budget FTE calculations, parity funding in 2018 changed the value of one FTE from 688 student hours to 512 student hours.

Table 6: Number of Counseling Hours Provided

Year	No.	W/Outside Providers	In House Hours
2022-23	527.91	0.00	527.91
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	321.18	0.00	321.18

Table 7: Number of New Requests for Counseling Received Per Year

Year	No.
2022-23	201
2021-22	200
2020-21	145
2019-20	134
2018-19	134

B. Participant Opinion Survey
Ninety-two 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 adjust the plan where needed. The SBC staff has undertaken a variety of strategies to increase survey response and reduce variability.

D. Quality Review
Informal visitation and/or survey review for quality was conducted on 100% of seminars or workshops presented.

III. Program Status and Plans for the Next 1 to 2 Years

A. Staffing
At the beginning of FY 22-23, the SBC was 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 (NCEdge) and the affiliate office of the NC Military Business Center (MBC).

In September of 2022, the part-time Director/full-time State Director transitioned out of the SBC at CCCC and the full-time Assistant Director was promoted to Director. The Center maintained the part-time Small Business Counselor (15 hrs. per week) position throughout 22-23. In March 2023, the Center added a part-time Assistant (28 hrs. per week). The new SBC Director's activities include the oversight of the SBC as well as supervision of the ITC and the affiliate office of the NC 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.

In the past (FY 16-17), 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 dedicated SBC staff hours per week. However, presently, only 83 staff hours per week are dedicated to the SBC. This represents a reduction in staff hours of 31%. Conversely, the workload at the SBC has significantly increased. To demonstrate this, the number of annual requests for counseling has risen by 33% when compared to FY 16-17, the number of business counseling hours (conducted by CCCC staff) offered annually has increased by 95% when compared to FY 16-17, and the number of unique businesses counseled has risen by 40% when compared to FY 16-17. All staff are working as efficiently as possible, but there is more demand than can be met in a timely fashion. This results in missed opportunities to increase the number of unique clients served, increase the total number of counseling hours provided, longer than average wait times for appointments, and the frequent loss of ability to do desired deeper dives with clients.

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 condition 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 the library office space located 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.

Desk chairs in the various SBC offices have not been replaced in more than 10 years and some appear worn and/or are uncomfortable to sit in for extended periods of time.

Equipment: Dual monitors were installed to increase work efficiency in 2018-19. New computers were provided to the 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. In 2022-23 a smart board was added to Skills 104 C.

Access to the internet and business software 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 within the Business Library. However, business research and design tool software programs, such as Vertical IQ and Canva Pro, are needed to assist clients with business research trends, logo design, and marketing collateral. The Canva Pro need is currently being met by the Director personally paying for the cost of the programs.

C. Trends

Seminars on how to start a small business, social media, marketing, AI, 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. Operating Budget

Table 8: Operating Costs

Year	State Funding	Total Funding
2022-23	175,164	175,164
2021-22	125,627	131,252
2020-21	122,049	122,049
2019-20	120,620	141,351
2018-19	120,073	148,534

Table 9: Operating Budget

	Equipment		Supplies		Professional Development and Travel	
Year	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2022-23	26,513	26,512	8,583	8,303	2,100	1,516
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

2022-23 – A smartboard was purchased for the classroom in Skills 104C ($17,936.40) and new furniture for the SBC director's office and chairs for the lobby, NCEdge Director's office, and SBC counselor office were ordered ($8,575.62). The furniture was delivered and paid for in the next FY. A minimal amount was historically budgeted for the ITC Director and Asst. SBC Director to travel locally. These funds were not needed.
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.

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, serves as 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) and works with the Community Business Loan Fund. These collaborations allow the Director and the part-time Small Business Counselor to be personally involved with the business community and other key community business 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:

While the current no-show rate for seminars at CCCC's SBC stands at 44%, it's crucial to contextualize this statistic. Despite historical concerns about the no-show rate, CCCC's SBC actually ranked 15th out of 59 statewide for the lowest no-show rate during FY 22-23. When focusing solely on SBCs offering the median number of seminars (59) or more, CCCC ranked 7th out of 30. Moreover, among SBCs providing 100 seminars or more, CCCC's SBC boasted the lowest no-show rate statewide. Nonetheless, staff members persist in implementing strategies to further reduce the no-show rate and promote attendance. Programming remains under close monitoring to ensure alignment with current market demands.

Other areas of concern encompass resource limitations, notably the absence of adequate tools for market research and marketing design, coupled with a shortage of staff to adequately address the growing demand for services. To bolster our capabilities, the center would significantly benefit from the inclusion of a full-time Assistant Director capable of offering business counseling, and an additional part-time business counselor working at least 15 hours per week, as well as the option to outsource counseling tasks to Subject Matter Experts (SMEs), a strategy commonly employed by many centers across the state.

C. Progress and Response to Objectives Set and Printed in 2021-22 DTA
1. Develop a one-day YouTube Academy to help business owners increase brand awareness and generate revenue. **CONTINUE** – Expected completion in July 2023.
2. Refine the Pitch It! Onslow process working with REAL Entrepreneurship to improve the student experience. **CONTINUE** – Development of new curriculum to begin January 2024. Expected completion will be in May 2024.
3. Identify new program supporters/sponsors for Pitch It! Onslow, including the possible development of a SBC prize when appropriate. **CONTINUE AS REVISED**
4. Assist in the creation of at least 20 new small businesses in the next year. **COMPLETE**

D. Summary of Improvements and/or Budget Decisions Based On Analysis
1. Addition of a part-time Small Business Center Assistant.
2. This was the second year during the last 18 years the college did not supplement the SBC budget. Historically the college has supplemented the SBC's budget between 4.29% and 43.11%. Looking back 10 years ago, the SBC operated on a total budget of $165,153, just $10,011 less than what it operated with during FY 2022-23.

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. Determine if new program supporters/sponsors for Pitch It! Onslow are appropriate and would enhance the program. Consider developing an SBC prize to offer when appropriate.
4. Explore and investigate the SBC staffing needs to meet the center's increasing demand.
5. Add an annual impact survey drawing to encourage participants to complete the annual impact survey.
6. Create a one-day training summit focused on military-affiliated business owners.
7. Assist in the creation of at least 25 new small businesses in the next year.

F. Program Outcomes

92%   1. 80% of seminar participants will rate the seminars as very good or excellent.

36 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.

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 (Anne Shaw) 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 (Anne Shaw) in 2010.

Coastal Carolina Community College entered into a Service Agreement with the NCCCS to have the SBC Director (Anne Shaw) act as Interim State Director and Interim Assistant Small Business Commissioner (Anne Shaw) 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 (Diana Reyes) 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 (Anne Shaw) 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 (Anne Shaw) 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 (Anne Shaw) was selected to receive the Duke Energy Citizenship Award and the Assistant Director (April Priester) obtained Level 1 & Level 2 SBCN Certified Small Business Center Director Certification and an MBA from Capella University. Additionally, in August of 2019, both the Center Director and Assistant Director obtained their Ice House Entrepreneurial Mindset Certification from the Entrepreneurial Learning Initiative (ELI). 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 placed 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 June 2021, the Assistant Director (April Priester) attended REAL Entrepreneurship Certification training and obtained credentials to teach both the traditional REAL and Professional Craft Arts curriculum.

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 5th out of 58 community colleges based on its annual performance with only Fayetteville Technical, Cape Fear, Central Piedmont, and Wake Tech ranking higher.

In 2022-2023, the part-time Director/full-time State Director (Anne Shaw) transitioned out of the SBC at CCCC and the full-time Assistant Director (April Priester) was promoted to Director. In February, 2023, the new Director completed a 16-week Digital Marketing Certificate Program (Tactix) towards her SBC Director Level 3 Credential. This was done online at no expense to the college. Additionally, in 2022-2023, Coastal's SBC ranked 4th out of 58 community colleges based on its annual performance with only Cape Fear, Fayetteville Tech, and Wake Tech ranking higher.

INDUSTRY TRAINING (NCEdge)

I. Description

The Industry Training Center (ITC) houses Customized Training for Business and Industry, recently rebranded as NCEdge, which focuses on meeting the training needs of local industrial employers. The program provides Business and Industry Training and Customized Training Projects. Training provided for local industries spans from soft skills to advanced technical training. The mission of NCEdge 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. NCEdge (Customized Training Projects):

NCEdge 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.

Table 1: NCEdge (Customized Training Projects)

Year	No. of N/E Industries	Industry Name
2022-23	2	Stanadyne & Onslow Bay Boatworks
2021-22	2	Stanadyne & Onslow Bay Boatworks
2020-21	1	Stanadyne
2019-20	1	Stanadyne
2018-19	0	None

Table 2: NCEdge (Customized Training Projects)

Year	No. of N/E Industry	$ Spent
2022-23	2	18,384.00
2021-22	2	2,493.40
2020-21	1	9,995.39
2019-20	1	26,220.91
2018-19	0	0

Note: The President receives the proposal for each project and reviews them. Approved proposals are submitted to the NCCCS Office for funding consideration, which attributes to the variability of funding from year to year.

B. NCEdge (General Industry Training):

NCEdge also provides dedicated resources to assess and address training needs for industries that meet the criteria. In addition, NCEdge 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

Table 3: Unduplicated Headcount

Year	B&I	CTP
2022-23	73	42
2021-22	79	70
2020-21	35	47
2019-20	42	0
2018-19	96	52

Table 4: Number of Participants (Duplicated)

Year	B&I	CTP
2022-23	103	65
2021-22	79	70
2020-21	35	47
2019-20	42	0
2018-19	96	52

Table 5: FTE - Non-Budget

Year	B&I	CTP
2022-23	1.80	2.24
2021-22	1.48	0.81
2020-21	4.48	0.30
2019-20	0.13	1.81
2018-19	0.34	0.00

B. Employer Feedback/Consultations

One-on-one consultation sessions were conducted with 100% of all manufacturing industries in Onslow County in 2022-2023. 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 and Atlantic Seafood Distributors opened during the 2022-2023 FY.

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

NCEdge 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 may be 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. Operating Budget

Table 6: Operating Costs B & I (Business and Industry Support Funds)

	Equipment		Supplies		Professional Development and Travel	
Year	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2022-23	0	0	3,315	2,350	150	28
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

2022-23 – Funds budgeted for Team Approach Leadership Materials/Disc Assessment Supplies were not used due to cancellation of industry training.

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.

V.   Quality Review Summary

A. Strengths

NCEdge 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 NCEdge staff to interact with and respond to the needs of existing and new or expanding industries.

B. Weaknesses

Because new industry needs vary dramatically, additional accommodations would be necessary to the existing classroom space in order to provide the appropriate support at the college. 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. B&I admin funding (364/36001) is not adequate to cover the cost of staffing for the department, with only $40,000 earmarked for admin expense. Current funding provided for customized training projects (361) does not include funds for equipment purchases. These purchases and expenses require the college to support the department with supplemental funding to meet the required objectives.

C. Progress and Response to Objectives Set and Printed in 2021-22 DTA

1. Increase the exposure to the community about Manufacturing Awareness Week by highlighting specific industrial companies, with the help of the Public Information Office. **DELETED** – Interest in previous Manufacturing Awareness Programs/Dinner has diminished over time. This objective could be reintroduced if community interest changes.
2. Initiate training opportunities with Blue Water Candy fishing lures and Atlantic Seafood Distributor. **COMPLETE AND ONGOING**
3. Build upon the training completed at Onslow Bay Boatworks, J&J Snack Foods, and Cherokee Nation by proposing full 3-year training plans. **CONTINUE AS REVISED**
4. Collaborate with industries to send 2-3 employees to on-line soft skills training. **CONTINUE** – Meetings with industries to determine feasibility are anticipated in the Summer/Fall of 2024.
5. Initiate contact with UPS once they break ground on their new location in Camp Davis Industrial Park. **CONTINUE** – Meetings anticipated in the Fall of 2024.
6. Move forward with Cherokee Nation's potential project focusing on process improvement. **CONTINUE** – Additional meetings with Cherokee Nation are anticipated in the Summer/Fall of 2024.
7. Continue meeting with J&J Snack Foods new management team to determine the need for a training project in the near future. **COMPLETE**
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. **CONTINUE** – Additional meetings with Atlantic Seafood are anticipated in the Summer/Fall of 2024.

   D. Summary of Improvements and/or Budget Decisions Based on Analysis
1. Laptop purchased to support B&I Director to better work with industries at their locations when needed.
2. Webcam purchased to facilitate web-based meetings.

   E. Program Objectives/Action for the Next 1 to 2 Years
1. Focus on proposing a full 3-year training project with Cherokee Nation and Stanadyne.
2. Collaborate with industries to send 2-3 employees to online soft skills training.
3. Initiate contact with UPS once they break ground on their new location in Camp Davis Industrial Park.
4. Move forward with Cherokee Nation's potential project focusing on process improvement.
5. 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.
6. Continue to build relationships with existing industry partners and seek out new industries to partner with.
7. Work to expand the number of training classes offered/held for our local industries as well as expand the types of training.
8. Seek additional qualified trainers to expand offerings for local industries.
9. Continue training opportunities with Blue Water Candy fishing lures and Atlantic Seafood Distributor.

   F. Program/Outcomes
91%   1. 90% of course participants will rate services as very good or excellent.
100% 2. 100% of employers will express satisfaction with NCEdge training and projects.

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 an 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 2022-23).

A. Enrollment: The annual unduplicated enrollment for 2022-23 was 1,149 students. (See Table 1.)

Table 1: College and Career Readiness Unduplicated Headcount

Year	Headcount	Change	5 Year Change
2022-23	1,149	31.4%	1.95%
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%)

2022-23 – MAT courses at Camp Johnson and digital literacy courses contributed to headcount increase.

Table 2: FTE Earned

Year	FTE	Notes
2022-23	238	Summer 22, Fall 22, Spring 23; 512 Divisor
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

2022-23 – Significant FTE increase as a result of conducting a higher number of membership classes, but was hindered due to requirements of ADVANSYS transition.

B. Graduation of Students: During the July 1, 2022 – June 30, 2023 academic year, 40 students earned their High School Equivalency Diploma and 11 students received their Adult High School Diploma. (See Table 3.)

Table 3: Adult High School and HSE Diplomas

Year	AHS	HSE	Total
2022-23	11	40	51
2021-22	6	20	26
2020-21	16	26	42
2019-20	10	35	45
2018-19	15	75	90

2021-22 – 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.

Table 4: College and Career Readiness Students Who Enrolled in Other Extension Classes

Year	Total
2022-23	46
2021-22	45
2020-21	27
2019-20	45
2018-19	97

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.

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 2022-2023, NC AEFLA negotiated levels of performance were an overall MSG of 43.6%. Coastal's MSG rate obtained was 53.1%, which exceeded the state average. Percentages reported below reflect the 876 students who obtained 12 hours or more of instruction. (See Figure 1.)

**Figure 1: Measurable Skill Gain (MSG) Rate by Educational Functioning Level (EFL) 2022-23**

Total Periods of Participation (POPs): 876
Information provided by the North Carolina Community College System dashboards.
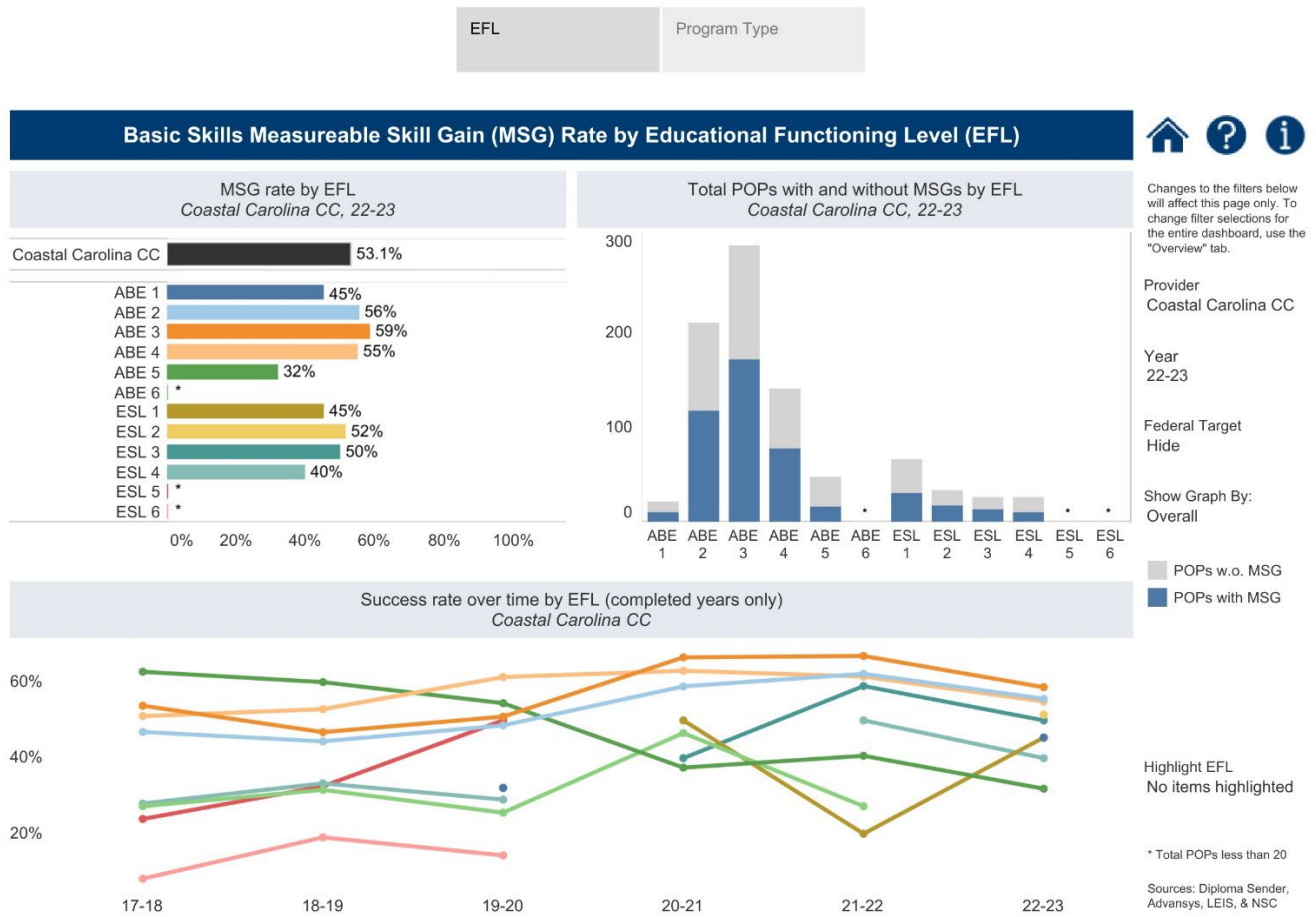
Figure 2: Basic Skills Overview 2022-23
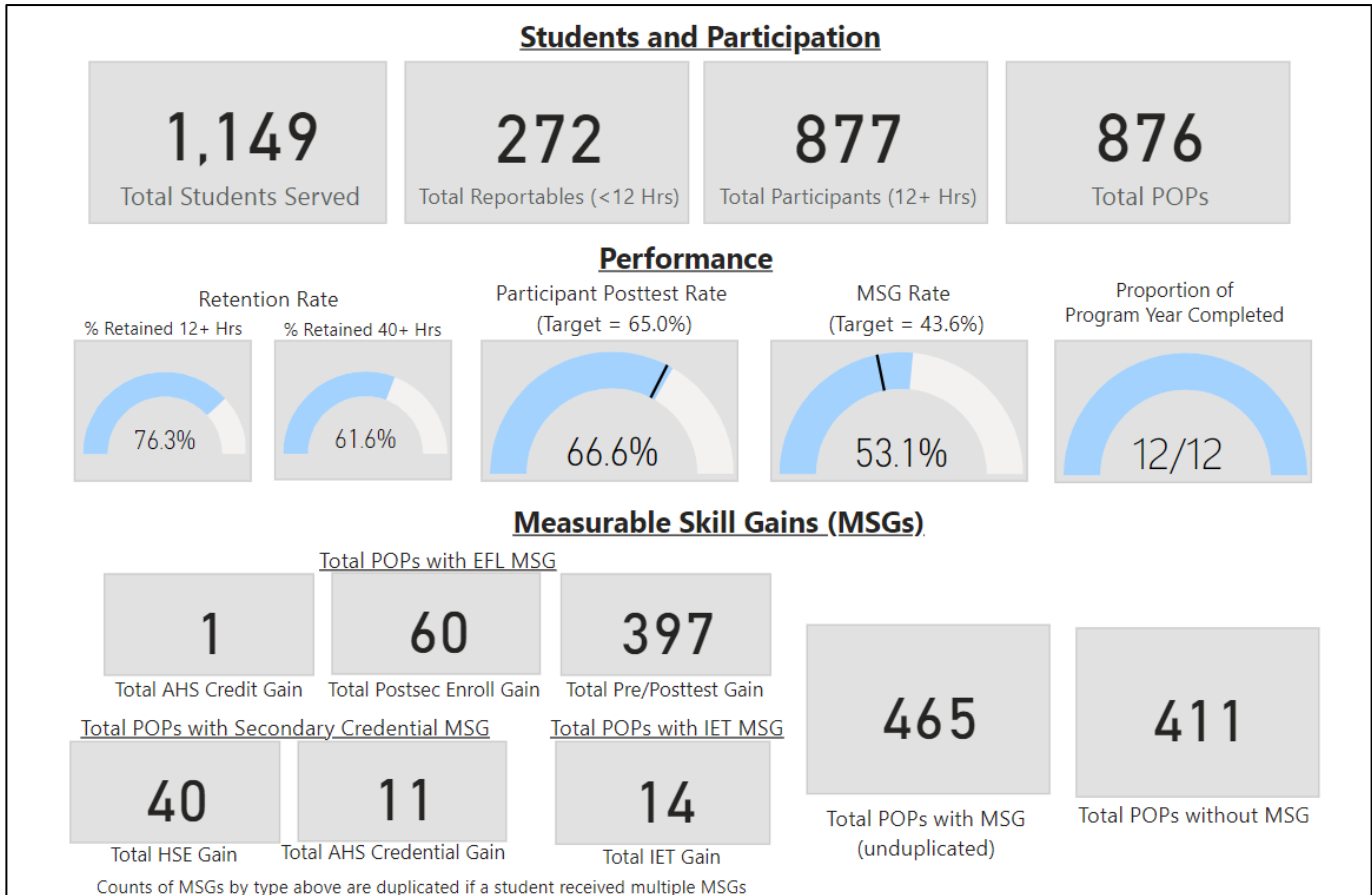
Information provided by the North Carolina Community College System Power BI.

Figure 3: Measurable Skill Gain (MSG) Rate by Program Type 2022-23
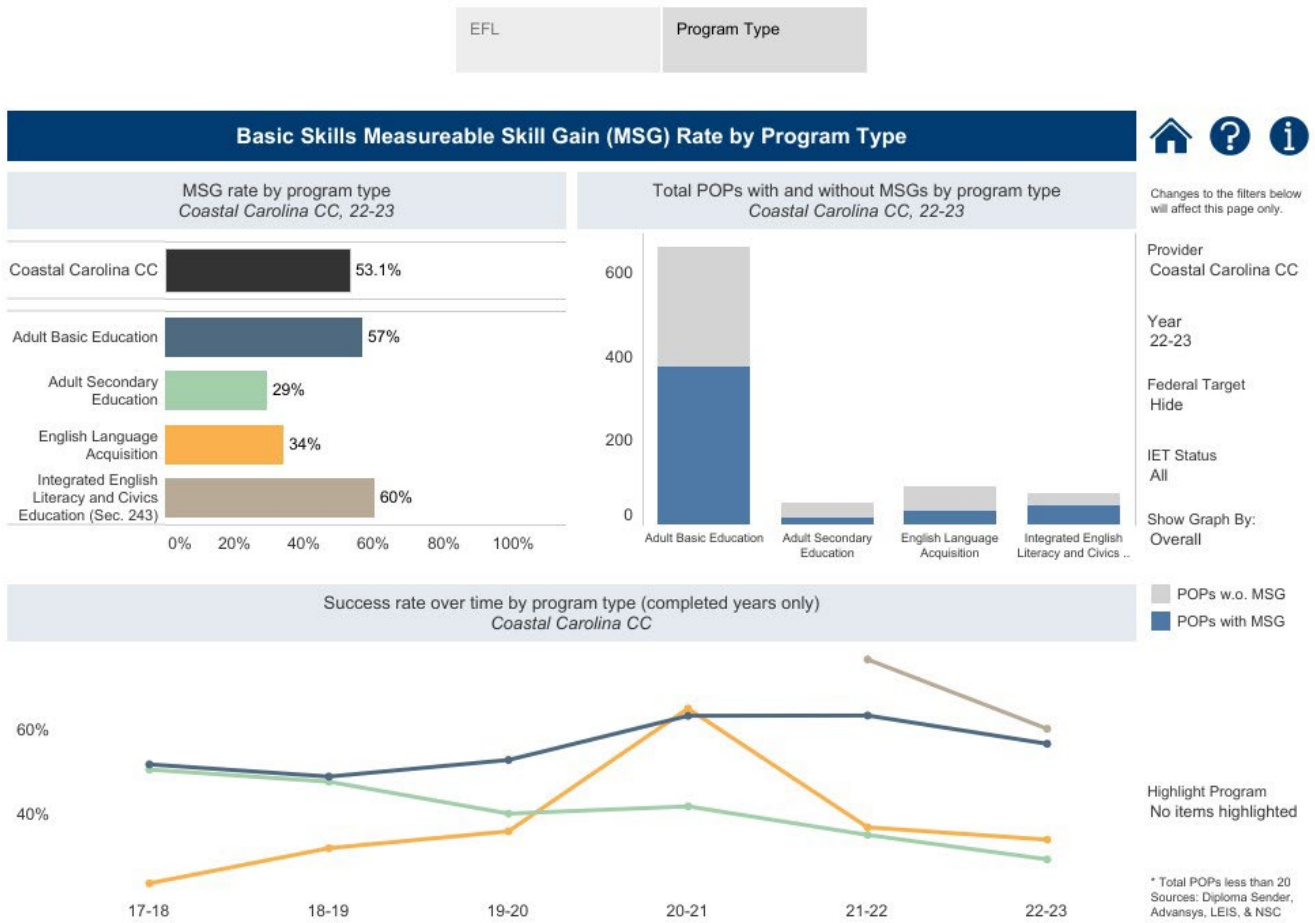
Information provided by the North Carolina Community College System dashboards.

D. Performance Measures

Table 5: College and Career Readiness Student Progress

Academic Year	Performance Measures Year	Students	Completing Level	% Completing	Outcome
2022-23	2024	876	465	53.1%	**Met or Exceeded Excellence Level**
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**

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. Minutes are on file with the CE Records Manager.

F. Placement in Educational Programs

During the year, 46 enrolled CCR students also enrolled in at least one other Continuing Education course. Additionally, 44 students concurrently or subsequently enrolled in Curriculum classes. (See Table 6.)

Table 6: College and Career Readiness Students Who Subsequently Enrolled In Curriculum Classes

Year	Total
2022-23	44
2021-22	36
2020-21	33
2019-20	35
2018-19	51

2018-19 – These numbers reflect better accounting and targeted advising.

G. Class Visitation

During the 2022-23 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 2022-23 program year, instructors in the College and Career Readiness program accumulated a combined total of 346.75 hours of professional development. 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 extensive introductory workshop on the navigation and use of ADVANSYS, the new mandated NCCCS statewide student data management system for CCR students.

III. Program Status and Plans - Next 1 to 2 Years

A. Staffing

The CCR program is staffed by four full-time professional positions: A Director, an Educational Coordinator, an AHS/ASC Coordinator, and an IET Coordinator. Additionally, the College and Career Readiness staff includes a full-time support position in the role of a Performance and Accountability Manager (aka Data Manager), and a part-time morning Secretary. (See Table 7.)

Table 7: Staffing Positions

Year	Dir.	Sec.	Tech/Para.	Coord.
2022-23	1	0.5	1	3
2021-22	1	0.5	0	2
2020-21	1	0.5	1	3
2019-20	1	1	1	3

2021-22 – The Technical/Paraprofessional position is vacant.

CCR also employs two full-time faculty members. In addition to their teaching load, one serves as the CCR Military Liaison and is responsible for working with two local military base educational offices to manage the operation of courses on the installations, while the other works closely with the Educational Coordinator to complete review, revision, and development of course curriculum lesson plans. 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 46 instructors who taught in CCR classes during the 2022-23 program year, 22 hold a Master's degree and 2 hold a doctoral degree. 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.

B. Facilities/Equipment

ADVANSYS – In May 2023, the CCR program, along with all remaining community colleges in North Carolina, officially switched to the ADVANSYS Student Data Management system. The new system provided connectivity between all 58 community colleges for student records and streamlined the registration, enrollment, and attendance methods. This was a multi-year project which replaced both the program and instructor-level use of WebAdvisor and staff use of Colleague for course creation. This directly satisfied section V.C.7 and indirectly completed section V.C.6 of the CCR 2021-22 DTA. ADVANSYS was a major change to instructor-level administration tasks, student intake processes, department-wide workflow processes, and reporting methods for staff members in the CCR office.

The implementation of ADVANSYS also impacted the availability of courses in the CCR program during the Spring and Summer of 2023. Following advice, recommendations, and implementation instructions provided by the NCCCS Office, CCR ended all classes before May 5, 2023, to enable 100% data closure and transmission ahead of the ADVANSYS roll-out date on 22 May. Classes were offered in limited format between May 22, 2023, and June 30, 2023, to evaluate the effectiveness and stability of the new platform. The preparatory actions required to successfully transition to ADVANSYS reduced the number of class hours which would normally be offered during this time, which reduced overall FTE earned for the program.

CCR classes are offered in six classrooms across two buildings on campus and in the Country Club Annex. Additional spaces are now routinely needed in order to meet student demand and it is common to request the use of two additional classrooms in the CE building during each session. Off-campus course locations included two military installation sites (Camp Johnson and two classrooms aboard Marine Corps Base Camp Lejeune), Sandy Run Missionary Baptist Church, and the Jacksonville Pretrial Resource Center.

Laptops are available for instructors to check out to facilitate instruction at off-campus locations and within campus classrooms which lack technology assets. Campus classrooms are equipped with internet connections for instructor stations, digital projectors, and document cameras. Wireless internet access is available in all instructional spaces for students and faculty/staff. SMART Boards are located in CE 206, CE 207, and CE 200D to assist with instructional delivery. (See Table 8.)

Table 8: Classroom Sites (Location Breakdown)

Year	On-Campus	Off-Campus	Workplace Sites	Total
2022-23	7	5	0	12
2021-22	7	5	0	12
2020-21	6	4	0	10
2019-20	5	6	0	11
2018-19	5	6	0	11

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 only 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 is met by involving students in workforce enhancement classes, continuing education occupational classes, and curriculum courses that will help transition students to workforce training and future sustained employment.

Coastal's CCR program received the Integrated English Literacy and Civics Education (IELCE) grant for the 2022-23 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 authorized to administer the Educational Testing Services (ETS) HiSET exam and Pearson's GED® computer-based High School Equivalency exam.

The demands of digital skills for work and school led to the development of digital literacy courses as part of CCR programming. Throughout the 2022-23 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. CCR continues to offer two levels of digital learning courses, BSP-4010 PC Basics, and BSP-4011 PC Applications. These courses are offered in a seated format both on campus and at a community partner facility off-campus. Demand for these courses varies throughout the year but interest and demand has steadily grown and this trend is expected to continue.

IV. Budget

Table 9: Operating Cost

Year	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2022-23	0	0	65,934	59,664	11,640	2,956
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

2022-23 – Travel for 4 staff members to the national COABE Conference was budgeted but travel was not approved.
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.

Table 10: Budget FTE Funding

Year	Funded	Notes
2022-23	175	
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)

Note: Funding is based on arrears from previous program years FTE.

E. Faculty/Staff Survey Results

100% of faculty and staff rated the Academic Studies Center as very satisfied or satisfied.

Table 11: Academic Studies Center

	# Rating Service	Very Satisfied	Satisfied	Dis-Satisfied	Very Dis-Satisfied	No Opinion	# Resp
Faculty	51	35 (68.6%)	16 (31.4%)	0 (0.0%)	0 (0.0%)	17	68
Prof. Staff	37	22 (59.5%)	15 (40.5%)	0 (0.0%)	0 (0.0%)	26	63
Tech/Para.	8	7 (87.5%)	1 (12.5%)	0 (0.0%)	0 (0.0%)	13	21
Clerical	8	3 (37.5%)	5 (62.5%)	0 (0.0%)	0 (0.0%)	5	13
Serv Maint.	5	3 (60.0%)	2 (40.0%)	0 (0.0%)	0 (0.0%)	5	10
Total	*109*	*70 (64.2%)*	*39 (35.8%)*	*0 (0.0%)*	*0 (0.0%)*	*66*	*175*

V. Quality Review Summary

A. Strengths

Despite the ongoing setbacks posed by the COVID-19 pandemic, 53.1% of students in the CCR program at Coastal Carolina Community College earned at least one measurable skill gain (MSG) during the 2022-23 program year. This percentage exceeded the overall average 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 academic readiness and accrued instructional hours in the program.

Along with the general improvements that were identified, the CCR program continued to observe an increased rate of MSGs for students in English Language Acquisition classes. This was a result of changing placement methods to 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. Our ESL classes also observed increased enrollment due to a changing population demographic in the local area as a result of national policy application.

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. Additionally, they each serve vital roles in the program outside of their teaching responsibilities: One serves as the CCR Military Liaison to our local military bases, while the other is tasked with assisting the Educational Coordinator to conduct classroom curriculum review, revision, and future development.
- Structured, intentional, and consistent efforts were made in contacting, advising, and tracking students with attendance concerns, although we were limited with time constraints due to the employment of our student advisor on a part-time basis instead of a full-time advisor with additional hours and availability.
- The CCR program continued to offer BSP 4010, Basic Computer Skills, and BSP 4011, Computer Applications and Digital Skills to help students who expressed a need to learn basic computer operation, online safety, word processing, spreadsheets, and presentation applications. We have seen an increased demand for these computer courses over the 2022-23 program year and have expanded class offerings to meet this need.
- CCR staff continue to expand targeted training through Professional Development activities spearheaded by the Educational Coordinator and the Professional Development committee. Significant emphasis has been placed on enrollment and completion of the Instructor Academy hosted by the Institutional Effectiveness and Professional Development office and/or one of the CORE Credentialing courses offered through the NCCCS Office.
- IET (Integrated Education and Training) and IELCE (Integrated English Language and Citizenship Education) programs began in Fall 2022 to offer ELA students faster access to employment. IETs conducted during the 2022-23 program year included Direct Care Worker, English for Business, English for Work, Entrepreneurship, and Hospitality, serving a total of 73 students.
- Continued to offer a locally designed GED® bootcamp course which provided a fast track to GED® completion for students placing into the CCR program at a higher than average NRS level. This directly related to an increased number of students achieving their HSE through successful completion of their GED® or HiSET examination.
- Completed a revision of ABE Math and English course offerings to better fit student growth needs. Developed a series of separate Math and English pathway courses based on NCCCS approved course levels, building from foundational concepts, through intermediate, and on to adult secondary skill levels. This eliminated gaps in the curriculum between course levels and led to greater student satisfaction and efficacy.
- In coordination with the Coastal Carolina Military Off-Site Office at Camp Lejeune, the CCR program began administering computerized TABE placement and post-testing assessments for Marines enrolled in the Military Academic Skills Program (MASP). This action streamlined the assessment process and returned >4 hours of class time to instructional activities that would otherwise be required to complete paper-pencil testing.
- Launched the first iteration of the Armed Forces Career Pathway (AFCP) in Spring 2023 tailored to assist high school graduates to increase their academic proficiencies to achieve a higher entry score on the Armed Services Vocational Aptitude Battery (ASVAB). Began partnership with the Department of Defense ASVAB Career Exploration Program (CEP) to offer the official ASVAB test on campus following each iteration of the AFCP course.

B. Weaknesses

While the presence of two full-time CCR faculty members has been a great asset to the CCR program, it remains challenging to retain skilled and qualified PT instructors in the program. 32 of our 34 instructors in CCR serve in a part-time capacity. Over the course of the 2022-23 program year, the CCR program observed a 40% turnover rate among part-time faculty; 8% of this group moved on to full-time positions at other organizations, while the remaining 32% took on other part-time work at organizations which provided higher hourly compensation. This turnover caused a lack of continuity in the classrooms and a significant increase in workload for Coordinators tasked with interviewing, onboarding, training, and evaluating replacement instructors. While unable to verify as there is no way to construct a comparison, this turnover was a likely impediment to achieving an even higher MSG rate across the program.

The 2022-23 program year saw a return to pre-COVID student headcount; however, the program still struggles with maintaining consistent student attendance. A significant advantage to students participating in the CCR program is the ability to attend tuition-waived classes through our grant funding. This drives potential students to the program as seen in the headcount values. However, since the students have no

financial repercussions for either poor attendance or poor academic performance, it becomes common for students to exhibit worsening attendance habits during the progression of their course(s). The ability to conduct CCR classes as membership ensures we can capture these hours and significantly improves our calculated FTE, but conducting managed-enrollment membership courses also limits the points of entry into classes for students entering the program between semester cycles.

C. Progress and Response to Objectives Set and Printed in 2021-22 DTA
1. Obtain additional classroom space in the community. **CONTINUE** – Remain open to partnership opportunities in the community to offer classes off-campus which may create easier access for potential students and strengthens the image of the College in the community.
2. Identify strategies to focus on transition to secondary education or certification programs. **CONTINUE** – Maintain consistent collaboration with CE and CU programs to create opportunities for students to transition to other training areas after completion of HSE requirements.
3. Increase engagement with our community's military population by identifying academic needs and serving those students who need to develop their skills. **CONTINUE** – Maintain communication with military organizations to meet the needs of the military student population.
4. Collaborate with PIO to create advertisements that communicate CCR opportunities on online streaming devices. **CONTINUE AS REVISED** – Maintain marketing strategy and visibility of program courses and new course offerings.
5. Increase enrollment and graduates by continuously offering GED® Bootcamp classes. **DELETED** – Fewer CCR students are entering the program prepared to enter this course level. Students who participate in core ABE classes often complete their GED prior to entry into the Bootcamp course. Both conditions contribute to lower student enrollment and reduced frequency of course offering. Continue to offer based on student need/demand.
6. Analyze data reporting procedures and collaborate with IT to determine potentiality of transitioning paper documentation to a more automated/electronic process. **COMPLETE**
7. Implement ADVANSYS as the standard student management database to replace WebAdvisor attendance and Colleague student management systems. **COMPLETE**
8. Increase the enrollment of IET participants by 40%. **CONTINUE AS REVISED** – Utilize resources of the North Carolina Community College System Office and collaborate with other colleges offering IET/IELCE courses to identify best practices to increase enrollment in both IET and IELCE program courses and increase efficiency in planning, development, and execution of pathway certificate courses. Establish more realistic target of 20% increase for both IET and IELCE course participation.
9. Increase the enrollment of IELCE participants by 30%. **CONTINUE AS REVISED** – Combine with #8 above.

D. Summary of Improvements and/or Budget Decisions Based on Analysis
1. Purchased replacement computer peripheral devices to support classroom technology use and student accommodation capabilities of the testing center.
2. Exchanged 8 obsolete laptop devices in a direct swap for updated devices with IT department, saving an estimated replacement cost of $9,000.
3. New CCR Director hired in June 2023. Prior Director retired after reaching time in service requirement.
4. New FT IELCE/IET Coordinator hired in June 2023.
5. Purchased TABE Mastery student study guides and instructor guides.
6. ADVANSYS system began live use on 5/22/2023, rendering the use of WebAdvisor obsolete in CCR administrative processes.
7. Transition to ADVANSYS facilitated reduced reliance on physical documentation. Future software upgrades are planned to increase the system capabilities to support additional electronic documentation and signature verification.

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/Marketing department to create advertisements that communicate CCR opportunities via online streaming devices and other public modalities.
5. Increase student participation in IELCE and IET courses by 20% over 2022-23 rates.

6. Promote increased faculty professional development participation through the seated Instructors' Academy offered through the Institutional Effectiveness and Student Success Office (24 PD hours) or virtually through the NCCCS CORE Professional Development Courses (30 PD hours).

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 2022-23 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 877 participants in 2022-23 and post-assessed 66.6% of these students. *This percentage excludes ABE level 6 students.* (See Figure 2.)
3. 2022-23 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, 100% 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 2022-2023 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.

Table 1: Child Care Services Program

# Students	2022-23	2021-22	2020-21	2019-20	2018-19
Served	25	5	8	15	17
Completers	8	3	3	12	7
Continuing	13	2	3	3	10
Dropouts	4	0	2	0	0
Graduating/Cont.	84%	100%	75%	100%	100%
Funding	$93,448	$56,027	$35,000	$34,131	$34,331

2022-2023 – We received additional funds that were rolled over from previous years affected by COVID-19 shutdowns. The criteria for PY 22-23 identifying eligible students were the following: -min 6 credit hours, min GPA 2.0, Childcare provider must be licensed, maximum amount paid for a student/family was $1000/month.
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.

B. Workforce Innovation and Opportunity Act (WIOA)

WIOA provides financial assistance for education, training, and employment-related expenses for eligible participants. WIOA defines a positive exit as a participant who obtains a credential and/or obtains full-time employment.

Table 2: WIOA/Adult

# Students	2022-23	2021-22	2020-21	2019-20	2018-19
Served	94	82	145	85	91
Employed	41	33	55	38	54
Exits from Program	56	43	74	46	59
Positive Exits	75%	77%	74%	83%	92%
Funding	$362,510	$246,586	$299,906	$431,629	$312,803

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.

Table 3: WIOA/Dislocated Worker (DW)

# Students	2022-23	2021-22	2020-21	2019-20	2018-19
Served	42	43	44	32	51
Employed	21	21	20	12	18
Exits from Program	23	27	25	12	27
Positive Exits	91%	78%	80%	100%	67%
Funding	$191,940	$229,988	$229,988	$121,875	$150,000

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.

Table 4: WIOA/Out-of-School Youth

# Students	2022-23	2021-22	2020-21	2019-20	2018-19
Served	42	37	29	26	28
Employed	17	19	9	15	18
Exits from Program	27	27	15	17	23
Positive Exits	67%	70%	60%	88%	87%
Funding	$216,245	$216,245	$206,245	$206,245	$164,996

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.

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.

Table 5: Human Resources Development

	2023	2022	2021	2020	2019	2018
Students Served	202	123	0	336	395	863
FTE	1.6	.77	0	6.3	8.39	15.48
Number of Classes	5	4	0	40	49	48
Other Skills Training	20	34	0	169	190	256

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.

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.

Table 6: Other Financial Assistance/Scholarships

	2022-23	2021-22	2020-21
Students Served	154	429	54
Funding GEER	$60,883	$251,051	$17,900
Funding SECU	$18,000	$18,000	$18,000
Funding Golden Leaf	$7,886	$7,989	$4,775
Funding STWD	$57,701	$59,588	0

2022-2023 – We served 50 students from remaining GEER funds, 18 SECU, 15 Golden LEAF, and 71 students through STWD funds.
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.

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 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. Career Advisors spend most of their time at the NCWorks Career Center. Serving potential students can be challenging with the staff in two locations; however, it also provides opportunities for referrals from both 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.   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 and resources to serve students.

B. Weaknesses

All funding sources, with the exception of the State-supported HRD funds, are grant funds 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.

C. Progress and Response to Objectives Set and Printed in 2021-22 DTA

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. **CONTINUE AS REVISED** – COVID-19 shifted classes away from military classrooms, and a change in military contacts created a challenge in scheduling once approved to operate under normal conditions.
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. **CONTINUE AS REVISED** – CCR IET's were developed for other OE courses during this period and discussion is now occurring on how to integrate additional soft skills through HRD offerings within the already developed CCR/OE 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. **COMPLETE**
4. Investigate strategies to provide off-campus work experience for Out-of-School Youth participants. **CONTINUE** – A review of processes and insurance policies from other community colleges who administer WIOA funds is underway.
5. Investigate re-assigning the administration of the State Child Care Grant to a department more connected to curriculum students. **CONTINUE** – Discussion has begun to determine if the administration would be better suited in the Student Services Division, which primarily serves curriculum students.

D. Summary of Improvements and/or Budget Decisions Based On Analysis

1. Hired a full-time temporary WIOA outreach specialist to help with marketing and outreach of WIOA grant program.
2. Coastal Carolina Community College was awarded the WIOA Out-of-School Grant for 2023-2024.

3. The WIOA Adult and Dislocated Worker Grant was renewed for the 2023-2024 program year.
4. Coastal Carolina Community College was awarded funding from many sources including: GEER, STWD, SECU Bridge to Career Program, Golden LEAF, and NC State Childcare Grant.

E. Program Objectives/Action for the Next 1 to 2 Years
1. Investigate opportunities to 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. Investigate ways to assist 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. Investigate strategies to provide off-campus work experience for Out-of-School Youth participants.
4. 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

2022-23 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 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 2023 and the President was evaluated in April 2023.

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 Instructional Support 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 2022, the Faculty & Staff Handbooks were reviewed by the Vice Presidents. In 2023, 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. Minutes are also held with the Office of the Vice President for Instruction and Student Services.

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 Instructional Support's office with compliance issues.

VIII. Faculty/Staff Support Services Survey Results:

91.7% of faculty and staff responding to the Faculty/Staff Support Services Survey indicated being very satisfied or satisfied with Administration. 98.1% of faculty and staff responding to the Faculty/Staff Support Services Survey indicated being very satisfied or satisfied with Personnel. (See Table 1.)

Table 1: Faculty/Staff Support Services Survey Results

	# Rating Service	Very Satisfied	Satisfied	Dis-satisfied	Very Dis-satisfied	No Opinion	# Resp
Administration							
Faculty	62	30 (48.4%)	27 (43.5%)	2 (3.2%)	3 (4.8%)	3	65
Prof. Staff	57	21 (36.8%)	28 (49.1%)	6 (10.5%)	2 (3.5%)	3	60
Tech/Para.	19	11 (57.9%)	8 (42.1%)	0 (0.0%)	0 (0.0%)	2	21
Clerical	12	4 (33.3%)	8 (66.7%)	0 (0.0%)	0 (0.0%)	1	13
Serv/Maint.	7	4 (57.1%)	3 (42.9%)	0 (0.0%)	0 (0.0%)	3	10
Total	**157**	**70 (44.6%)**	**74 (47.1%)**	**8 (5.1%)**	**5 (3.2%)**	**12**	**169**
Human Resources / Personnel							
Faculty	65	45 (69.2%)	20 (30.8%)	0 (0.0%)	0 (0.0%)	3	68
Prof. Staff	56	27 (48.2%)	27 (48.2%)	2 (3.6%)	0 (0.0%)	6	62
Tech/Para.	19	14 (73.7%)	5 (26.3%)	0 (0.0%)	0 (0.0%)	3	22
Clerical	12	5 (41.7%)	7 (58.3%)	0 (0.0%)	0 (0.0%)	1	13
Serv/Maint.	9	5 (55.6%)	3 (33.3%)	1 (11.1%)	0 (0.0%)	1	10
Total	**161**	**96 (59.6%)**	**62 (38.5%)**	**3 (1.9%)**	**0 (0.0%)**	**14**	**175**

IX. 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. Administration
Progress and Response to Objectives Set and Printed in 2021-22 DTA
1. Collaborate with the architect and proceed with necessary steps for the first floor Learning Commons renovation. **COMPLETE**
2. Determine appropriate programming and collaboration to fully support the city and county training needs at the Georgetown Training Ground. **CONTINUE AS REVISED** – A master plan was completed for the Georgetown Training Site.
3. Complete the distribution of the Institutional portion of the Higher Education Emergency Relief Funds and submit final reports. **COMPLETE**
4. Finish all renovations and procurement of equipment and supplies to support the upgrade of the nursing simulation lab. **COMPLETE**
5. Revisit the Marketing Campaign to determine additional resources to regrow enrollment. **COMPLETE**
6. Plan for the reorganization of the senior administrative staff. **COMPLETE**
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. **COMPLETE AND ONGOING**

8. Plan for the acquisition of additional property to meet the training needs of the institution. **CONTINUE** – Property options were reviewed by the Board of Trustees.
9. Prepare for the submission of the Fifth Year Report to the Southern Association of Colleges and Schools Commission on Colleges. **COMPLETE**
10. Post to the website the Major Specific Pathways as completed by the Faculty Assembly Recruitment and Retention Committee upon completion. **COMPLETE**

Summary of Improvements and/or Budget Decisions Based On Analysis
1. The necessary steps were taken to collaborate with the architect for the renovation of the first floor of the Learning Commons. The NCCCS 3-1 was submitted and approved to move the project forward.
2. Appropriate reports were submitted for the Institutional portion of the Higher Education Emergency Relief Funds.
3. The nursing simulation lab was completed March 2023.
4. Senior Administration and PIO met with Channel 12 and are using commercials, social media and geofencing for marketing.
5. Senior administrative staff were reorganized and duties reassigned to the Vice Presidents after the retirement of the Executive Vice President.
6. A revision of the reduction in force policy was completed. Budgeting expenditures were focused on "sustain" items and all open positions were analyzed to determine needs in each area. Consequently, not all vacancies were filled.
7. All documentation for the Fifth Year Report to the Southern Association of Colleges and Schools Commission on Colleges was prepared for the report's submission in Fall 2023.
8. Major-Specific Pathways, as completed by the Faculty Assembly Recruitment and Retention Committee, were uploaded to the website.
9. A master plan was completed for the Georgetown Training Site.

Administrative Program Objectives/Action for the Next 1 to 2 Years
1. Collaborate and approve the design of the 1st floor of the Learning Commons.
2. Oversee the demolition of the 1st floor of the Learning Commons.
3. Collaborate with architect to design infrastructure for Georgetown Training Ground.
4. The President will work with the Board of Trustee to analyze property acquisition to meet training needs of the institution.
5. Collaborate with Onslow County for the transfer of the Georgetown Training Ground property to the college.
6. Prepare and complete federal audit of Higher Education Emergency Relief Funds.
7. Analyze room utilization and program needs to prepare for a new building and potential for appropriate renovations to accommodate more students via exiting facilities.
8. Provide the Board of Trustees a report on the recommended use of the funding for the new building in Summer 2024.
9. Begin organizational planning to ensure Business Continuity.
10. Division Chairs will develop a comprehensive year-long schedule for strategic enrollment management purposes.

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.

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.

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 2021-22 DTA
1. Revisit the possibility of a new Safety Director position when budgetary funding allows. **DELETED** – The new director will review position needs in the future.
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. **COMPLETE**
3. Encourage custodians to utilize general use computers and computer labs due to moderate employee turnover in the custodial department. **COMPLETE AND ONGOING**
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. **COMPLETE AND ONGOING**
5. Present the Administration with options for adding additional employee benefits subject to available funding. **COMPLETE AND ONGOING**
6. With the increase in off- and on-boarding employees, analyze office functions and work flow to determine the need for additional staffing. **CONTINUE** – The new director is still learning office functions and work flow.
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. **CONTINUE** – Both offices have met regarding potential electronic forms. The Additional Position form has been the focus.
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. **COMPLETE AND ONGOING**

Summary of Improvements and/or Budget Decisions Based On Analysis
1. All employees have been encouraged to move to electronic options and onboarding offers only direct deposit. Eight (8) part-time employees still receive paper pay advice.
2. All custodians are directed to use a computer for personnel paperwork. The office has one general use computer for access by all employees, as needed.
3. As funding allows both Indeed.com and Ziprecruiter have been utilized for advertising hard to fill positions.
4. Annual meetings with the benefits providers allow for exploration of additional benefits.
5. The process has started for the scanning of inactive part-time personnel files.
6. Office space was organized for a more conducive work flow.
7. Reviewed and reorganized current files.
8. Some historical data was scanned into electronic records.
9. Conducted a file audit for employee transcripts.

Personnel Program Objectives/Action for the Next 1 to 2 Years
1. With the increase in off- and on-boarding employees, analyze office functions and work flow to determine the need for additional staffing.
2. 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.
3. Create business continuity plan for the office functions.
4. Move background checks to electronic records.
5. Work with relevant departments to discuss and potentially plan the reorganization of storage closet in BT Building.

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 with organizations that target a diverse pull of applicants.

98% 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.

X. 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 three platinum designations.
2. Institutional and financial audits reported no material findings.
3. TheBestSchools.org ranked community colleges based on full-time (student) achievement, student-to-faculty ratio, and cost of one year's tuition and fees. Coastal was named 112 out of 845 community colleges.
4. The College received designation as a Military Friendly School by Victory Media.
5. The College received designation as a Military Spouse 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.

A. 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. (See Table 1.)

B. Physical Plant Operations:

Physical Plant Operations is supervised by 1 full-time director. (See Table 1.)

1. **Procurement/Print Shop/Warehouse:** Procurement/Print Shop/Warehouse has 5 full-time and 1 part-time state-funded employees. (See Table 1.)
2. **Physical Plant/Maintenance Department - Building and Grounds:** The Maintenance/Custodial area has 22.5 full-time county-funded employees. (See Table 2.)
3. **Security:** The Security Services Department has 9 full-time and 4 part-time county-funded employees. (See Table 3.)

C. Auxiliary Services:

Auxiliary Services is supervised by 1 full-time manager.

1. **The College Store:** The College Store has 1 permanent part-time and 3 part-time self-support employees. (See Table 4.)
2. **Coastal Café:** The Coastal Café has 1 full-time and 3 part-time self-support employees. (See Table 5.)

Table 1: State Employee Staffing Trends, Business Services

	2022-23	2021-22	2020-21	2019-20	2018-19
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	0.3FT	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

Table 2: County Employee Staffing Trends, Maintenance/Buildings & Grounds

Year	Full-time	Part-time
2022-23	22.5	0
2021-22	22.5	0
2020-21	21.5	0
2019-20	22.5	0
2018-19	22.5	0

Table 3: County Employee Staffing Trends, Security Services:

Year	Full-time	Part-time
2022-23	9	4
2021-22	9	4
2020-21	9	4
2019-20	7	6
2018-19	7	5

Table 4: Self-Support Employee Staffing Trends, The College Store:

Year	Full-time	Part-time
2022-23	1	4
2021-22	1	5
2020-21	2	5
2019-20	2	6
2018-19	2	7

Table 5: Self-Support Employee Staffing Trends, Coastal Café:

Year	Full-time	Part-time
2022-23	1	3
2021-22	1	4
2020-21	1	4
2019-20	1	4
2018-19	1	6

III.   Operating Budget:

Table 6: Accounting

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2022-23	0	0	13,821	13,155	1,363	1,213
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

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.

Table 7: Procurement

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2022-23	0	0	350	0	1,800	736
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

2022-23 – Supplies: Materials were not needed; enough paper supplies were in stock from previous fiscal year.
PD/Travel: Budgeted for two ACCBO attendees, but only one attended.

Table 8: Print Shop

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2022-23	0	0	116,861	94,155	0	0
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

2022-23 – Print Shop demand decreased. Inventory was re-organized and only ordered needed paper stock and supplies.
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.

Table 9: General Institution (State)/Warehouse

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2022-23	0	0	307,293	321,956	108	921
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

2022-23 – Price of copy paper under state contract increased $10 per case ($4,000 increase). Replenished stock of glossy folders with Coastal seal ($9,049 increase). Replaced expired hand sanitizer and disinfectant wipes ($1,795.68 increase).
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.

Table 10: Physical Plant/Maintenance/General Institution (County)

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2022-23	237,500	197,851	2,033,495	2,120,027	4,000	1,367
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

2022-23 – Equipment: Did not purchase a leased vehicle for the fleet. Maintenance increase in supplies possibly due to LED conversion.
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.

Table 11: Security Services (County)

	Equipment		Other Costs		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2022-23	0	21,166	34,937	34,937	0	0
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

2022-23 – $21,166.12 spent for servers to support all cameras on campus.
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.

Table 12: Auxiliary Services, College Store

College Store	Revenues	Expenses	Profit
2022-23	2,107,356	1,974,538	132,818
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

2022-23 – For board statement cashflow, we went back and removed HEERF lost revenues for all years. We have not discussed doing that for DTA, so these figures will not match board cashflow.
2022-23 – Inaccurate estimated enrollment data for Summer 2023 was provided to the bookstore, which resulted in excessive inventory being purchased for the term. This inventory was carried over into Fall 2023. Cost - $133,955.16 Retail - $175,632.89.
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.

Table 13: Auxiliary Services, Coastal Café

Coastal Café	Revenues	Expenses	Profit
2022-23	339,817	332.937	6,880
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

2022-23 – For board statement cashflow, we went back and removed HEERF lost revenues for all years. We have not discussed doing that for DTA, so these figures will not match board cashflow.
2022-23 – Continued increases in the cost of goods, which resulted in higher expenses. Revenues also increased as the results of moderate price changes that were implemented Spring 2023.
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.

IV.   Opinion Survey in 2022-23:

A. Graduates: Of the 618 respondents to the survey, with 610 to 618 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.
(See Table 14.)

Table 14: Student Opinion Survey Results

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

	Resp.	C.Trans.	(Students)	Other Programs	(Students)	Overall Avg.
Accounting Office	612	4.26	274	4.10	338	4.17
The College Store	618	4.28	279	4.08	339	4.17
Coastal Café	610	4.23	274	4.01	336	4.11
Security Services	612	4.25	275	4.10	337	4.17

B. Early Leavers: *Of the 1 respondent to the survey, 1 rated Business Services as follows:*
Accounting Office - The early leaver student rated the Accounting Office excellent.
The College Store - The early leaver student rated The College Store excellent.
Coastal Café - The early leaver student rated the Coastal Café excellent.
Security - The early leaver student rated Security excellent.
(See Table 15.)

Table 15: Early Leaver Survey Results

	Resp.	C.Trans.	(Students)	Other Programs	(Students)	Overall Avg.
Accounting Office	N/A	N/A	1	5.00	1	5.00
The College Store	N/A	N/A	1	5.00	1	5.00
Coastal Café	N/A	N/A	1	5.00	1	5.00
Security Services	N/A	N/A	1	5.00	1	5.00

Table 16: Faculty/Staff Support Services Survey Results for Business Services:

	# Rating Service	Very Satisfied	Satisfied	Dis-Satisfied	Very Dis-satisfied	No Opinion	# Resp.
Accounting							
Faculty	59	34 (57.6%)	22 (37.3%)	3 (5.1%)	0 (0.0%)	9	68
Prof. Staff	55	22 (40.0%)	27 (49.1%)	6 (10.9%)	0 (0.0%)	8	63
Tech/Para.	16	11 (68.8%)	5 (31.3%)	0 (0.0%)	0 (0.0%)	5	21
Clerical	11	4 (36.4%)	6 (54.5%)	1 (9.1%)	0 (0.0%)	2	13
Serv/Maint.	7	5 (71.4%)	2 (28.6%)	0 (0.0%)	0 (0.0%)	3	10
Total	*148*	*76 (51.4%)*	*62 (41.9%)*	*10 (6.8%)*	*0 (0.0%)*	*27*	*175*

	# Rating Service	Very Satisfied	Satisfied	Dis-Satisfied	Very Dis-satisfied	No Opinion	# Resp.
Coastal Café							
Faculty	61	23 (37.7%)	30 (49.2%)	7 (11.5%)	1 (1.6%)	7	68
Prof. Staff	56	16 (28.6%)	27 (48.2%)	10 (17.9%)	3 (5.4%)	7	63
Tech/Para.	19	4 (21.1%)	8 (42.1%)	4 (21.1%)	3 (15.8%)	2	21
Clerical	13	4 (30.8%)	6 (46.2%)	2 (15.4%)	1 (7.7%)	0	13
Serv/Maint.	9	4 (44.4%)	2 (22.2%)	1 (11.1%)	2 (22.2%)	1	10
Total	*158*	*51 (32.3%)*	*73 (46.2%)*	*24 (15.2%)*	*10 (6.3%)*	*17*	*175*

Table 16: Faculty/Staff Support Services Survey Results Continued

	# Rating Service	Very Satisfied	Satisfied	Dis-Satisfied	Very Dis-satisfied	No Opinion	# Resp.
The College Store							
Faculty	64	33 (51.6%)	30 (46.9%)	1 (1.6%)	0 (0.0%)	4	68
Prof. Staff	54	26 (48.1%)	26 (48.1%)	2 (3.7%)	0 (0.0%)	8	62
Tech/Para.	16	8 (50.0%)	8 (50.0%)	0 (0.0%)	0 (0.0%)	5	21
Clerical	12	8 (66.7%)	4 (33.3%)	0 (0.0%)	0 (0.0%)	1	13
Serv/Maint.	9	3 (33.3%)	5 (55.6%)	0 (0.0%)	1 (11.1%)	1	10
Total	*155*	*78 (50.3%)*	*73 (47.1%)*	*3 (1.9%)*	*1 (0.6%)*	*19*	*174*
Custodial							
Faculty	68	43 (63.2%)	19 (27.9%)	5 (7.4%)	1 (1.5%)	0	68
Prof. Staff	58	37 (63.8%)	19 (32.8%)	2 (3.4%)	0 (0.0%)	3	61
Tech/Para.	21	12 (57.1%)	9 (42.9%)	0 (0.0%)	0 (0.0%)	1	22
Clerical	13	7 (53.8%)	6 (46.2%)	0 (0.0%)	0 (0.0%)	0	13
Serv/Maint.	9	6 (66.7%)	3 (33.3%)	0 (0.0%)	0 (0.0%)	1	10
Total	*169*	*105 (62.1%)*	*56 (33.1%)*	*7 (4.1%)*	*1 (0.6%)*	*5*	*174*
Groundskeeping							
Faculty	65	31 (47.7%)	27 (41.5%)	7 (10.8%)	0 (0.0%)	3	68
Prof. Staff	59	24 (40.7%)	33 (55.9%)	2 (3.4%)	0 (0.0%)	3	62
Tech/Para.	21	9 (42.9%)	11 (52.4%)	0 (0.0%)	1 (4.8%)	1	22
Clerical	13	8 (61.5%)	5 (38.5%)	0 (0.0%)	0 (0.0%)	0	13
Serv/Maint.	9	3 (33.3%)	5 (55.6%)	1 (11.1%)	0 (0.0%)	1	10
Total	*167*	*75 (44.9%)*	*81 (48.5%)*	*10 (6.0%)*	*1 (0.6%)*	*8*	*175*
Mail Service (Internal)							
Faculty	58	35 (60.3%)	23 (39.7%)	0 (0.0%)	0 (0.0%)	9	67
Prof. Staff	59	36 (61.0%)	23 (39.0%)	0 (0.0%)	0 (0.0%)	4	63
Tech/Para.	21	15 (71.4%)	6 (28.6%)	0 (0.0%)	0 (0.0%)	1	22
Clerical	13	7 (53.8%)	6 (46.2%)	0 (0.0%)	0 (0.0%)	0	13
Serv/Maint.	5	2 (40.0%)	2 (40.0%)	1 (20.0%)	0 (0.0%)	5	10
Total	*156*	*95 (60.9%)*	*60 (38.5%)*	*1 (0.6%)*	*0 (0.0%)*	*19*	*175*
Maintenance Services							
Faculty	64	43 (67.2%)	20 (31.3%)	1 (1.6%)	0 (0.0%)	4	68
Prof. Staff	60	34 (56.7%)	24 (40.0%)	2 (3.3%)	0 (0.0%)	3	63
Tech/Para.	21	17 (81.0%)	4 (19.0%)	0 (0.0%)	0 (0.0%)	1	22
Clerical	13	7 (53.8%)	6 (46.2%)	0 (0.0%)	0 (0.0%)	0	13
Serv/Maint.	9	7 (77.8%)	1 (11.1%)	1 (11.1%)	0 (0.0%)	1	10
Total	*167*	*108 (64.7%)*	*55 (32.9%)*	*4 (2.4%)*	*0 (0.0%)*	*9*	*176*
Print Shop							
Faculty	53	38 (71.7%)	15 (28.3%)	0 (0.0%)	0 (0.0%)	15	68
Prof. Staff	54	30 (55.6%)	20 (37.0%)	4 (7.4%)	0 (0.0%)	9	63
Tech/Para.	15	10 (66.7%)	4 (26.7%)	1 (6.7%)	0 (0.0%)	7	22
Clerical	13	7 (53.8%)	6 (46.2%)	0 (0.0%)	0 (0.0%)	0	13
Serv/Maint.	9	7 (77.8%)	1 (11.1%)	1 (11.1%)	0 (0.0%)	1	10
Total	*144*	*92 (63.9%)*	*46 (31.9%)*	*6 (4.2%)*	*0 (0.0%)*	*32*	*176*

Table 16: Faculty/Staff Support Services Survey Results Continued

	# Rating Service	Very Satisfied	Satisfied	Dis-Satisfied	Very Dis-satisfied	No Opinion	# Resp.
Purchasing							
Faculty	47	27 (57.4%)	19 (40.4%)	0 (0.0%)	1 (2.1%)	21	68
Prof. Staff	47	26 (55.3%)	16 (34.0%)	5 (10.6%)	0 (0.0%)	15	62
Tech/Para.	19	14 (73.7%)	5 (26.3%)	0 (0.0%)	0 (0.0%)	3	22
Clerical	11	5 (45.5%)	5 (45.5%)	1 (9.1%)	0 (0.0%)	2	13
Serv/Maint.	8	6 (75.0%)	1 (12.5%)	1 (12.5%)	0 (0.0%)	2	10
Total	*132*	*78 (59.1%)*	*46 (34.8%)*	*7 (5.3%)*	*1 (0.8%)*	*43*	*175*

	# Rating Service	Very Satisfied	Satisfied	Dis-Satisfied	Very Dis-satisfied	No Opinion	# Resp.
Security Services							
Faculty	63	42 (66.7%)	19 (30.2%)	1 (1.6%)	1 (1.6%)	4	67
Prof. Staff	60	29 (48.3%)	26 (43.3%)	3 (5.0%)	2 (3.3%)	3	63
Tech/Para.	22	14 (63.6%)	8 (36.4%)	0 (0.0%)	0 (0.0%)	0	22
Clerical	12	6 (50.0%)	6 (50.0%)	0 (0.0%)	0 (0.0%)	1	13
Serv/Maint.	9	7 (77.8%)	1 (11.1%)	1 (11.1%)	0 (0.0%)	1	10
Total	*166*	*98 (59.0%)*	*60 (36.1%)*	*5 (3.0%)*	*3 (1.8%)*	*9*	*175*

	# Rating Service	Very Satisfied	Satisfied	Dis-Satisfied	Very Dis-satisfied	No Opinion	# Resp.
Shipping/Receiving/Warehouse							
Faculty	51	35 (68.6%)	15 (29.4%)	1 (2.0%)	0 (0.0%)	17	68
Prof. Staff	53	34 (64.2%)	19 (35.8%)	0 (0.0%)	0 (0.0%)	10	63
Tech/Para.	21	16 (76.2%)	5 (23.8%)	0 (0.0%)	0 (0.0%)	0	21
Clerical	12	8 (66.7%)	4 (33.3%)	0 (0.0%)	0 (0.0%)	1	13
Serv/Maint.	8	7 (87.5%)	1 (12.5%)	0 (0.0%)	0 (0.0%)	2	10
Total	*145*	*100 (69.0%)*	*44 (30.3%)*	*1 (0.7%)*	*0 (0.0%)*	*30*	*175*

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. The latest financial audit/desk review (2021-22) contained no instances of noncompliance and no material weaknesses in internal controls which require disclosure herein under *Government Auditing Standards*.

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. 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 2021-22 DTA
1. Cross-train staff members concerning state budget preparation and presentation. **CONTINUE** – Although cross-training has occurred for a majority of duties, there is a need to identify who will be cross-trained for selected responsibilities for the Comptroller and Assistant Comptroller.

2. Identify strategies to ensure business continuity with financial statement preparation. **CONTINUE** – While the Assistant Comptroller has been trained, the possibility of a need for a third party is something that may need to be considered.
3. Work with IT and CE for an online registration system and implementation. **CONTINUE** – The college choose not to go with the system Destiny One. We await input from CE in implementing the use of Self-Service.
4. Begin cross-training for assistant comptroller position. **CONTINUE** – Cross-training needs to be expanded beyond the Comptroller.
5. Complete cross-training of payroll between payroll manager and payroll specialist. **COMPLETE AND ONGOING**
6. Strengthen roles and responsibilities of manager positions within the Accounting Office. **CONTINUE** – Evaluations reflect a need for expected improvement over the next fiscal year.

Summary of Improvements and/or Budget Decision Based On Analysis
1. A Whistleblower Policy was necessary for EAGLE, otherwise an in-depth explanation as to why the college did not have one would be required. A policy was written and adopted.
2. After a few years of cleaning up the county current expense budget request, county budget planning committee are right on target with budget versus expenses.

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. Strengthen roles and responsibilities of manager positions within the Accounting Office.
6. Establish a plan to progress with the Cybersecurity/Business Continuity Plan.
7. Implement weekly versus monthly credit card and ACH reconciliations to help with ongoing monthly bank reconciliation issues.
8. Begin discussions about the EAGLE process.

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.

4.17   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.

5.00   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.

93.2%   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 2021-22 DTA
1. Engage faculty, staff, and students on a broader advertising campaign by utilizing campus resources such as the Public Information Office. **CONTINUE** – College Store sales events are being aligned with key campus events; however, greater engagement opportunities are still being investigated.
2. Investigate strategies to increase sales, post-pandemic. **CONTINUE AS REVISED** – Conducted an analysis of textbook industry.
3. Conduct in-depth analysis of pricing to ensure profitability. **COMPLETE AND ONGOING**
4. Investigate options to transition the course materials adoptions process to a digital format. **CONTINUE** – Worked with vendors to identify possible solutions.
5. Investigate options to accommodate inventory. **COMPLETE AND ONGOING**

Summary of Improvements and/or Budget Decision Based On Analysis
1. Identified sales data and market information to identify trending product groups. Increased inventory and diversified in-stock options, which led to increased sales in those categories.
2. After unsuccessful attempts to identify suitable storage space outside of the bookstore, we were able to consolidate shelving to keep lab kits in-store. Investigation of alternative backroom storage is needed to accommodate additional inventory within the bookstore.

3. Each time new inventory is received, the Auxiliary Services Manager ensures margins are correctly aligned with industry standards.

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.
3. Investigate options to transition the course materials adoptions process to a digital format.
4. Develop Business Continuity Plan for the bookstore.

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.

4.17   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.

5.00   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.

97.4%   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 2021-22 DTA
1. Order and install new POS system for the Coastal Café. **COMPLETE**
2. Utilize reporting from the new POS to analyze sales and profitability. **COMPLETE AND ONGOING**
3. Investigate additional products and services to improve profitability. **COMPLETE AND ONGOING**
4. Implement prices changes necessitated as a result of pricing analysis. **COMPLETE**

Summary of Improvements and/or Budget Decision Based On Analysis
1. The installation of the new POS was successfully completed.
2. Initial data from the POS was reviewed and information was used to make recommendations for price increases and support changes in product offerings.
3. Replaced garbage disposal as a result of equipment failure.
4. Additional beverage cooler installed to increase options and capacity.

Program Objectives/Action for the Next 1 to 2 Years
1. Monitor the sales performance of lower volume categories from the POS system.
2. Identify ideal time to apply price increases.
3. Develop Business Continuity Plan for the Café.

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.

5.00   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.

78.5%   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 2021-22 DTA
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. **CONTINUE**
2. Obtain a proposal from an architect to prepare drawings and specifications for a nursing simulation lab, and submit an invitation to bid. **COMPLETE**

3. Investigate options available for paper towel and toilet tissue dispensers that will increase overall efficiency of the products. **COMPLETE**
4. Explore available training for custodians on proper cleaning techniques and adequate usage of equipment. **COMPLETE**
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. **COMPLETE**
6. Conduct a closer analysis of the actual Professional Development funds needed for Physical Plant/Maintenance and General Institution. **COMPLETE AND ONGOING**

Summary of Improvements and/or Budget Decision Based On Analysis
1. A proposal was obtained from the architect for drawings and specifications for the nursing simulation lab.
2. Identified a vendor who could provide paper towel and toilet tissue dispensers.
3. Vendors provided training sessions for our custodians on proper cleaning techniques.
4. Purchased a Kaivac 1750 No-Touch Restroom Cleaning Machine in December 2022.
5. Floor replacements for Classroom Building A and B were completed March 2023.
6. Floor replacement for Trades 102 was completed summer of 2023.

Program Objectives/Action for the Next 1 to 2 Years
1. Collaborate with the architect, obtain the design for the reconfiguration of the LRC 1st floor, and open the bidding process.
2. Obtain bids for a contractor to construct a nursing simulation lab.
3. Collaborate with the architect, and obtain the design for an electrical upgrade to the beginner lab in Cosmetology.
4. Collaborate with the architect, and obtain the design for a new configuration to the washer/dryer space in Cosmetology to follow the Office of Civil Rights monitoring.

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.
4.25   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.
5.00   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.
95.3%   5. 80% of faculty and staff surveyed on the Faculty/Staff Support Services Survey will indicate they are very satisfied or satisfied with services.

<u>**Maintenance**</u>
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 2021-22 DTA
1. Advertise on the Interactive Purchasing System for a designer to install generators for the LRC and ISS Buildings. **COMPLETE**
2. Obtain a proposal to provide shore power to accommodate the purchase of a Mobile Welding Trailer. **COMPLETE**
3. Consider obtaining a proposal to upgrade the bathroom fixtures in the Trades Building. **COMPLETE**
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. **COMPLETE**

Summary of Improvements and/or Budget Decision Based On Analysis
1. Received letter of interest to select a designer for install of the generators for the LRC and ISS.
2. Piney Green Electric will provide shore power to accommodate the Mobile Welding Trailer.
3. Contractor provided a proposal to upgrade bathroom fixtures in Trades Building.
4. Light fixtures in seven of the buildings on campus have been changed from fluorescent to LED.
5. Received a proposal to contract with a company to repair the epoxy finish in specific classrooms in the Health Occupational Science Building.
6. Painted the exterior of all fourteen buildings and covered walkway columns.
7. Replaced windows in the Student Center, Fine Arts, Business Technology, and Skills Buildings.

Program Objectives/Action for the Next 1 to 2 Years
1. Obtain bids for a contractor to replace six HVAC heat pumps that serve the Cosmetology program.
2. If budget allows, consider replacing the windows in the Cosmetology Department.
3. Consider obtaining a proposal to replace the nine aging heat pumps that serve the Skills Vocational Building.

Maintenance and Grounds Outcomes

100%
97.6%
1. 100% of maintenance requests will be responded to within one business day.
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 2021-22 DTA
1. Investigate new state provided trainings and certifications concerning purchasing. **COMPLETE**
2. Discuss with System Administrator implementation of inventory system available in Colleague and meet with the appropriate stakeholders to assess the overall impact. **CONTINUE** – In process of arranging a meeting with the Director of Information Systems Support Services.
3. Communicate with Director of Procurement to solidify the Fixed Asset tagging process with the Warehouse Officer. **COMPLETE**
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. **CONTINUE AS REVISED**

Summary of Improvements and /or Budget Decision Based On Analysis
1. Trainings and certifications were identified through the State of North Carolina's Purchasing and Contract Office.
2. Director of Procurement and Warehouse Officer improved Fixed Asset tagging process which resulted in a more accurate year-end closeout.
3. Disposed of excess inventory of expired PPE items post pandemic; thus, providing much needed storage space in warehouse.
4. Investigated new copiers for the Print Shop to allow for the printing of the College Catalog to take place here on campus rather than being outsourced to a vendor, and increase overall workflow efficiency.

Program Objectives/Action for the Next 1 to 2 Years
1. Discuss with System Administrator implementation of inventory system available in Colleague, and meet with the appropriate stakeholders to assess the overall impact.
2. Implement 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, and year-end closeout.
3. Utilize new copiers in the Print Shop to print the College Catalog on campus and increase overall workflow efficiency.
4. Identify training for newly hired Print Shop employees to become more proficient in utilizing the off-set press in the Print Shop.

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.
93.9% 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.
95.8% 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 2021-22 DTA
1. Develop priorities for keyless entry system. **COMPLETE AND ONGOING**
2. When funding becomes available, consider additional security officers for the off-campus sites. **DELETED** – Programs were not moved off-campus as anticipated.
3. Investigate the purchase of new traffic barriers to assist with campus events. **COMPLETE**
4. Coordinate with outside local agencies and the Safety Response Committee about providing training for faculty, staff, and students. **COMPLETE AND ONGOING**

Summary of Improvements and/or Budget Decision Based On Analysis
1. Collaborated with ISS to expand implementation of the keyless entry system.
2. Purchased a laptop for the security officers to communicate effectively with each other.
3. Obtained large screen monitors to assist dispatch officers with monitoring the cameras.
4. New traffic barriers were purchased.

Program Objectives/Action for the Next 1 to 2 Years
1. Coordinate with ISS for better campus camera coverage.
2. Work with Safety Response Team to develop awareness via the Coastal website for students of the Active Assailant Response.
3. Coordinate with the Chemical Hygiene Officer for accountability of all chem lab first aid kits.
4. Coordinate with local authorities to develop an Emergency Action Plan.

Security Services Outcomes

100% 1. The Security Services Department will be 100% in compliance with the publication and distribution of the Annual Security Report.
4.17 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.
5.00 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.
95.2% 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. For security purposes some of the information will be redacted.

II. Staffing

Information Systems has a full-time staff of 12 to include 1 Director of Information Systems Support Services, 3 Network Connectivity Specialists (1 dedicated to security systems), 3 Data Services Technicians, 1 Help Desk Manager, 3 Systems Administrators, and 1 Systems Analyst (supervisor over Systems Administrators). In addition to full-time staff, IS has 1 part-time Secretary, 6 part-time Help Desk Technicians, and 5 part-time Lab Monitors (currently 4 vacancies, due to limited labs). (See Table 1.)

Table 1: Staffing (Total)

	2022-23	2021-22	2020-21
Director	1FT	1FT	1FT
Network Connectivity Specialists	3FT	3FT	3FT
Data Services Technicians	3FT	3FT	2FT
Operating Systems Applications Specialist and System Administrator	N/A	1FT	1FT
Help Desk Manager	1FT	1FT	1FT
Systems Administrators	3FT	2FT	2FT
Systems Analyst	1FT	1FT	1FT
Secretary	1PT	0	0
Help Desk Technicians	6PT	6PT	4PT
Lab Monitors	1PT	1PT	0

2022-23 – The Operating Systems Applications Specialist position was eliminated and duties re-assigned.

III. Operating Costs

Table 2: Operating Costs

	Equipment		Supplies		Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2022-23	595,529	434,136	825,356	820,367	2,029	1,823
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

2022-23 – The core replacement was approved and funds allocated twice, however only one was needed.
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.

V.   Audiovisual Support

Table 3 summarizes the audiovisual support provided by the department.

Table 3: Audiovisual Support

	2022-23		2021-22		2020-21		2019-20	
	Requests	**Hours**	**Requests**	**Hours**	**Requests**	**Hours**	**Requests**	**Hours**
Audio/Video Support								
Sound System	21	130	6	49	6	24	15	20
Recording	15	41	6	16	3	7	8	11
Edits	14	16.5	5	12	1	2	10	22
Duplications	1	1	0	0	2	2	1	1
TOTAL	**51**	**188.5**	**17**	**77**	**12**	**35**	**37**	**54**

2022-23 – Increase in hours due to the number of in-person events post COVID-19.

Client Services staff can 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. 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.

VI.   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.

Table 4: Help Desk Support for Academic Year, Incident Tickets

2022-23 Source	Incident Tickets	Help Desk Level	Full Time Level
User Entered	888	493	395
E-Mail	903	456	447
Phone	2,337	1,902	435
Voice Mail	97	76	21
Text	0	0	0
In Person	195	162	33
Other	186	176	10
Total	**4,606**	**3,265**	**1,341**

Table 5: Help Desk Support for Academic Year, Request Tickets

2022-23 Source	Request Tickets	Help Desk Level	Full Time Level
User Entered	995	298	697
E-Mail	345	202	143
Phone	133	104	29
Voice Mail	3	3	0
Text	1	1	0
In Person	209	186	23
Other	257	218	39
Total	**1,943**	**1,012**	**931**

Table 6: Health 135, Computer Lab Activity for Academic Year (Hours of Use)

Health 135	Total Student Usage
2022-23	
Fall Session	958
Spring Session	1,005
Summer Session	98
Total	2,061
2021-22	
Fall Session	62
Spring Session	389
Summer Session	Closed
Total	451
2020-21	
Fall Session	Closed
Spring Session	Closed
Summer Session	Closed
Total	0
2019-20	
Fall Session	1,111
Spring Session	1,250
Summer Session	0
Total	2,361

Table 7: BT 204, Computer Lab Activity for Academic Year (Hours of Use)

BT 204	FTE Hours			
	2022-23	**2021-22**	**2020-21**	**2019-20**
Fall	22	0	Closed	17
Spring	106	3	Closed	37
Summer	Closed	Closed	Closed	37
Total	**128**	**3**	**0**	**54**

2022-23 – Lab usage has increased post COVID-19.
2019-20 – Lab was closed March 13, 2020 and remained closed due to COVID-19 restrictions.

VII.   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 computer support has access to necessary software and hardware at their workspace and off campus through the use of limited virtual private networks.

VIII.   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 CIS Controls, FTC Safeguards, and the IIPS Security Manual, which complies with the NC Department of Information Technology Security recommendations.

IX.   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.

X. 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*)

XI. 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.

XII. 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 via LinkedIn Learning 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.

XIII. 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.

XIV. Opinion Survey of Information Systems:

A. Student Surveys:

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

1. *Graduates:* Table 6 summarizes how the 609 graduates completing the Graduate Survey rated Computer Resources on Campus.

Table 6: Graduate Survey Responses

C. Trans.	(students)	Other Programs	(students)	Overall
4.39	276	4.18	333	4.28

2. *Early Leavers:* Table 7 summarizes how the 1 early leaver completing the Early Leaver Survey rated Computer Resources on Campus.

Table 7: Early Leaver Survey Responses

C. Trans.	(students)	Other Programs	(students)	Overall
N/A	N/A	5.00	1	5.00

B. Faculty/Staff Support Services Survey Results

95.8% of faculty and staff indicated they are very satisfied or satisfied with the Help Desk. 93.5% of faculty and staff indicated they are very satisfied or satisfied with the computer labs. 94.3% of faculty and staff indicated they are very satisfied or satisfied with Information Systems. (See Table 8.)

Table 8: Faculty/Staff Support Services Survey Results

	# Rating Service	Very Satisfied	Satisfied	Dis-Satisfied	Very Dis-satisfied	No Opinion	# Resp.
Help Desk							
Faculty	67	39 (58.2%)	28 (41.8%)	0 (0.0%)	0 (0.0%)	1	68
Prof Staff	58	27 (46.6%)	27 (46.6%)	3 (5.2%)	1 (1.7%)	4	62
Tech/Para	22	11 (50.0%)	8 (36.4%)	3 (13.6%)	0 (0.0%)	0	22
Clerical	13	8 (61.5%)	5 (38.5%)	0 (0.0%)	0 (0.0%)	0	13
Serv Maint.	8	5 (62.5%)	3 (37.5%)	0 (0.0%)	0 (0.0%)	2	10
Total	*168*	*90 (53.3%)*	*71 (42.3%)*	*6 (3.6%)*	*1 (0.6%)*	*7*	*175*
Computer Labs							
Faculty	56	23 (41.1%)	31 (55.4%)	2 (3.6%)	0 (0.0%)	10	66
Prof Staff	43	21 (48.8%)	17 (39.5%)	4 (9.3%)	1 (2.3%)	19	62
Tech/Para	14	9 (64.3%)	5 (35.7%)	0 (0.0%)	0 (0.0%)	8	22
Clerical	6	1 (16.7%)	5 (83.3%)	0 (0.0%)	0 (0.0%)	7	13
Serv Maint.	4	2 (50.0%)	1 (25.0%)	1 (25.0%)	0 (0.0%)	6	10
Total	*123*	*56 (45.5%)*	*59 (48.0%)*	*7 (5.7%)*	*1 (0.8%)*	*50*	*173*
Information Systems							
Faculty	62	32 (51.6%)	28 (45.2%)	2 (3.2%)	0 (0.0%)	6	68
Prof Staff	54	23 (42.6%)	26 (48.1%)	4 (7.4%)	1 (1.9%)	8	62
Tech/Para	22	17 (77.3%)	4 (18.2%)	1 (4.5%)	0 (0.0%)	0	22
Clerical	13	7 (53.8%)	6 (46.2%)	0 (0.0%)	0 (0.0%)	0	13
Serv Maint.	8	6 (75.0%)	1 (12.5%)	1 (12.5%)	0 (0.0%)	2	10
Total	*159*	*85 (53.5%)*	*65 (40.9%)*	*8 (5.0%)*	*1 (0.6%)*	*16*	*175*

XV.   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. ██ ██ ██ ██The number of devices assigned per user is becoming unsustainable and a plan is being formed.

██ ██ ███

F. Program/Student Learning Outcomes

100%   1. Respond to the current State IT requirements to remain in full compliance.

100%   2. 95% of the time, there will be no reported disruption of Blackboard services for online students.

100%   3. 100% of technology available for classrooms will be upgraded following the guidelines outlined in the inventory addendum of the Technology Plan.

94.3%   4. 80% of the faculty and staff surveyed on the Faculty/Staff Support Services Survey will indicate being very satisfied or satisfied with Information Systems.

95.8%   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.

99%   6. 90% of the time, there will be no reported disruption of services of the College's website.

4.28   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.

5.00   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 & STUDENT SUCCESS

I. Description

The purpose of the Office of Institutional Effectiveness and Student Success 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 and Student Success is staffed by one director, one contracted coordinator for institutional effectiveness/professional development, one assistant to the director, and one research technical coordinator. Efficiency and response time for the Office of Institutional Effectiveness and Student Success 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 2022-23. 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.

D. Support Services Review and Communicating Results: All support services were reviewed in 2022-23. 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 Student Services, the Vice President for Instructional Support, the Director for Institutional Effectiveness and Student Success, as well as the Executive Vice President (prior to her retirement) to discuss program review, budgeting, program goals, objectives, and outcomes. Administrative functions were reviewed by the Executive Vice President, the Vice President for Instructional Support, the Director for Institutional Effectiveness and Student Success, 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.

III. Operating Budget

Table 1: Operating Budget

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2022-23	0	0	11,691	9,219	10,302	10,464
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

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.

IV. Quality Review Summary

A. **Strengths:** The Office of Institutional Effectiveness and Student Success 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 and Student Success 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 2021-22 Desktop Audit**
   1. Ensure the Institutional Effectiveness page on the website is comprehensive and engaging. **CONTINUE** – At this time, additional student achievement outcomes and National Student Clearinghouse reports have been posted.
   2. Obtain employment information on the Workforce Continuing Education programs of at least 96 hours that lead to licensure and certifications. **CONTINUE AS REVISED** – Programs have been identified, but collaboration with Continuing Education is necessary to obtain employment information.
   3. Follow the guidance to complete the Finish First program and implement alternate strategies to identify near completers. **COMPLETE**
   4. Revise the assessment strategies for the QEP so they are more summative in nature to document the impact of the QEP. **COMPLETE**
   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. **COMPLETE AND ONGOING**
   6. Implement strategies to provide analysis and program improvements relative to success data as obtained from the data dashboards. **COMPLETE AND ONGOING**
   7. Monitor and conduct follow-up for the NC BON Action Plan for increasing licensure rate. **COMPLETE**
   8. Prepare necessary documents for the SACS 5th Year Report which will be submitted in September 2023. **CONTINUE**
   9. Disaggregate student success data to identify any achievement gaps. **COMPLETE AND ONGOING**
   10. Prepare for the reorganization of Institutional Effectiveness with the retirement of the Vice President. **COMPLETE**

D. **Summary of Improvements and/or Budget Decisions Based on Analysis**
   1. The FPAT screen in Colleague is being utilized by IE and Student Services to identify students who have nearly completed credentials or have completed credentials without applying for graduation.
   2. Eight summative Institutional Outcome Measures were identified in order to measure the overall impact of the QEP.
   3. A Program Improvement Form was developed and completed by eight programs with low enrollment, due to recruitment and/or retention, within the BTLS Division.

4. The IE Office completes analysis of success data to provide to the Vice President for Instruction and Student Services and the Division Chairs. The analysis of success data is used in tandem with the Program Improvement Form.
5. After implementation of the Nursing Program's NC BON Action Plan, the ADN NCLEX first-time pass rate for Spring 2023 ADN graduates was 89.66%. The first-time pass rate for Spring 2023 PN graduates was 100%.
6. At the conclusion of Summer 2023, all narratives for the SACSCOC Fifth-Year Interim Report were complete.
7. Student success data was disaggregated and it was presented to the Division Chairs. Attrition was identified as the largest barrier to student success.

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. Collaborate with Continuing Education to determine a plan for obtaining employment information on the Workforce Continuing Education programs of at least 96 hours that lead to licensure and certifications and are in either the Tier 1A, Tier 1B, or Tier 2 funding tier.
3. Prepare necessary documents for the CoAEMSP/CAAHEP site visit.
4. Prepare necessary documents for the NC OEMS site visit and education plan/application renewal.
5. Review all webpages within Nursing and Allied Health to ensure they contain the appropriate information for their respective programmatic accrediting agencies.
6. Collaborate with ISS and Student Services to investigate methods for increasing the Leaver Survey response rate.
7. Investigate and consider methods for increasing the Graduate Survey response rate.

F. Faculty/Staff Support Services Survey Results:

Table 2: Faculty/Staff Support Services Survey Results

Institutional Effectiveness /Research	# Rating Service	Very Satisfied	Satisfied	Dis- Satisfied	Very Dis- Satisfied	No Opinion	# Resp
Faculty	45	25 (55.6%)	18 (40.0%)	2 (4.4%)	0 (0.0%)	22	67
Prof. Staff	44	17 (38.6%)	23 (52.3%)	3 (6.8%)	1 (2.3%)	19	63
Tech/Para.	11	10 (90.9%)	1 (9.1%)	0 (0.0%)	0 (0.0%)	10	21
Clerical	8	4 (50.0%)	4 (50.0%)	0 (0.0%)	0 (0.0%)	5	13
Serv/Maint.	5	2 (40.0%)	2 (40.0%)	0 (0.0%)	1 (20.0%)	5	10
Total	*113*	*58 (51.3%)*	*48 (42.5%)*	*5 (4.4%)*	*2 (1.8%)*	*61*	*174*

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.
93.8%   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.
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), 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 as well as the Association of College and Research Libraries (ACRL) standards.

1. **Staffing:** The LRC/Library staff is highly trained and motivated to serve the needs of its patrons (See Table 1.). A librarian is available during LRC hours. Library staff participate in organizations and/or professional development opportunities that expand skills and experience, demonstrating interest in personal and professional growth.

Table 1: Staffing

Year	Director	Academic Librarian	Technical/Paraprofessional	Clerical
2022-23	1	2FT	3	0
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

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.

Table 2: The LRC Budget as a Percent of Educational and General Expenditures (State)

Year	Percentage
2022-23	2%
2021-22	2%
2020-21	2%
2019-20	2%
2018-19	2%

Table 3: LRC Expenditures

Year	College Total State Budget	LRC Budget	Expenditures	Book Budget	Expenditures
2022-23	34,015,558	526,395	508,363	48,724	47,768
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

2020-21 – The expenditures increased due to the expenditures associated with the renovation.
Note: Book Budget balance can be carried over for two years.

Table 4: Operating Budget

Year	Equipment		Supplies		Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2022-23	0	0	23,554	23,554	0	0
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

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.

3. **Size of collection:** The LRC/Library has an appropriate collection size of 9,974 holdings. (See Table 5 and Table 6.)

Table 5: Library Holdings (Volumes)

Year	Acquisitions	Deaccessions	Total Volumes	Percent Change
2022-23	148	1,224	9,974	[10.78%]
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%

2022-23 –The decrease in volumes and acquisitions is due to increase in digital platforms.

Table 6: Size of Collection for a Single Campus

Year	Volumes	Current Serial Subs	Video & Film	Other Items	Sound Recordings	Total
2022-23	9,974	24	912	123	0	11,035
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

2022-23 –The decrease in volumes is due to increase in digital platforms.

4. **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 2nd floor has 9,296 ASF; 8,568 ASF of the 2nd floor is dedicated to the Library. The Library has a total of 8,954 ASF, which includes the space on the 2nd floor of the LRC as well as three additional study rooms located on the 1st floor of the LRC (i.e., Room 101, Room 102, and Room 109). (See Table 7.)

Table 7: Assignable Square Feet (ASF) for Learning Resources

	ASF
Total Space	8,954
User Stations	44

5. **Number of Services:** The LRC/Library offers a wide variety of services and resources, to include 44 public access computers, 29 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); five group study rooms with dry erase boards, 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, digital 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.

6. **Information Technology:** The College uses SirsiDynix, a web-based, integrated library system that is used by other North Carolina community colleges. 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. Students have access to 86 online databases from NC LIVE and an additional 62 databases offered through the LRC/Library.

7. **Cooperative Agreements:** The LRC has cooperative agreements with the North Carolina Community College Systems (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 28% during the 2022-23 academic year. This increase is attributed to a collaborative planning with PIO to promote the library as well as the other Learning Commons services in their new location. Librarians initiated an organized plan to encourage student library usage and event participation by being visible, "on the move," and available throughout campus to share information and resources. 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.

Table 8: Patron Count

Year	Total	Percent Change
2022-23	24,334	28.52%
2021-22	18,934	55%
2020-21	12,193	[87%]
2019-20	95,491	[40%]
2018-19	159,724	[23%]

Note: Hourly "headcounts" are recorded.

2. **Circulation and Reserve:** Circulation and Reserve statistics decreased by 5.67% in 2022-23. The physical number of books decreased as a result of reorganization of space utilization, to include a room for the Young Adult and Graphic Novel Collection, which provided an opportunity to weed titles that have neither been circulated nor used in-house in five or more years.

Table 9: Circulation

Year	Books/Reserve	Percent Change
2022-23	5,489	[5.67%]
2021-22	5,819	646%
2020-21	780	[88%]
2019-20	6,803	[17%]
2018-19	11,415	5%

2022-23 – The decrease in physical circulation is due to increase in digital platforms.

3. **Orientation and Informational Literacy Sessions:** Statistics indicate that the number of orientation and information literacy instruction classes increased by 19.83%. Efforts were made by the LRC staff to encourage faculty to initiate information literacy sessions for their classes by completing the Faculty Request Form located on the library website. There was a 54.63% increase in the number of Research Coach sessions in 2022-23. These sessions allow students to have individual time with a librarian to assist with finding relevant, scholarly, and credible resources, selecting research topics, navigating databases, and assisting with various citation styles. Students also have access from any location to 24/7 library reference support using the Chatstaff virtual assistance maintained and supported by Coastal librarians and staffed by ALA-accredited librarians.

Table 10: Orientations and Informational Literacy Sessions

Year	# of Sessions	# of Students
2022-23	139	1,888
2021-22	116	1,518
2020-21	8	150
2019-20	88	1,349
2018-19	137	2,265

Table 11: Research Coach and Chatstaff Appointments

Year	Research Coach	Chatstaff
2022-23	167	251
2021-22	108	211
2020-21	60	N/A
2019-20	237	N/A
2018-19	261	N/A

Note: Numbers don't reflect 251 Chatstaff virtual assistant reference interactions.

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 297,210 e-books are available through the vendors, which include ABC-CLIO history and literary criticism eBook collection, Omnigraphics Health Reference Sourcebooks, Learning Express Library Complete and PrepSTEP Academic, Home Grown e-books Collection, Gale Virtual Reference, ProQuest Central RB Digital, Open Library, Credo Reference, e-book Central Academic and Public Library Complete, and more. Digital access to these quality informational resources provides students the flexibility and freedom to work at a time convenient for them and are useful enhancement to the College's print book collection. For the 2022-2023 year, NC LIVE statistics reported 186,724 total searches were conducted by Coastal patrons on and off campus.

IV.   Opinion Survey of LRC in 2022-23:

A. Student Surveys:

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

1. *Graduates:* Table 12 summarizes how the 617 graduates completing the Graduate Survey rated Learning Resources Center.

Table 12: Graduate Survey Responses

C. Trans	(students)	Other Programs	(students)	Overall
4.53	279	4.25	338	4.37

2. ***Early Leavers:*** Table 13 summarizes how the 1 early leaver completing the Early Leaver Survey rated Learning Resources Center.

Table 13: Early Leaver Opinion Survey Responses

C. Trans	(students)	Other Programs	(students)	Overall
N/A	N/A	5.00	1	5.00

B. Faculty/Staff Support Services Survey Results:

99.3% of faculty and staff indicated being very satisfied or satisfied with the Learning Resources services.

Table 14: Faculty/Staff Support Services Survey Results

LRC	# Rating Service	Very Satisfied	Satisfied	Dis-Satisfied	Very Dis-Satisfied	No Opinion	Total Surveys
Faculty	60	44 (73.3%)	16 (26.7%)	0 (0.0%)	0 (0.0%)	8	68
Prof Staff	52	32 (61.5%)	20 (38.5%)	0 (0.0%)	0 (0.0%)	11	63
Tech/Para	16	11 (68.8%)	5 (31.3%)	0 (0.0%)	0 (0.0%)	6	22
Clerical	11	6 (54.5%)	5 (45.5%)	0 (0.0%)	0 (0.0%)	2	13
Serv Maint.	5	3 (60.0%)	1 (2.0%)	1 (20.0%)	0 (0.0%)	5	10
Total	***144***	***96 (66.7%)***	***47 (32.6%)***	***1 (0.7%)***	***0 (0.0%)***	***32***	***176***

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; Blind Date with a Book, Graphic Novel Club; Library Instagram account, which includes marketing of library events and new books; connections with the IDEA (Inclusivity, Diversity, Equity, Access) Celebrations and Events Committee initiatives and collaboration with Student Services Division for Stress Less Fest 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 continues to seek ways to create programming of interest to students to promote academic rapport as well as student engagement. Additional areas of weakness include the need for an updated front facing of the library webpage and subject resource guides. Outdated Library Catalog has led to confusion when searching for a physical book within the CCLINC library system.

C. Progress and Response to Objectives Printed in 2021-22 Desktop Audit
1. Continue faculty outreach to help market the library, its resources and services, and the Information Literacy program. **COMPLETE AND ONGOING**
2. Collaborate with Student Services, the Division Chairs, and Administration for the ongoing development of the Learning Commons. **COMPLETE AND ONGOING**
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. **COMPLETE AND ONGOING**
4. Research the viability of the One Book, One Campus program strategies to re-establish the One Book, One Campus program. **COMPLETE**
5. Collaborate with Student Services Department to continue communicating a positive environment of support for all students. **COMPLETE AND ONGOING**
6. Investigate and review Library staff job descriptions and hours of availability to work with students. **COMPLETE**
7. Organize a plan to establish the "Librarians on the Move" process and schedule to increase student engagement. **CONTINUE** – The Library began to investigate and initiate ways to support students and staff outside of the Library by being visible throughout the campus as much as schedule allowed. The purchase of rolling carts, tables, and table covers offers a visibly appropriate set up for pop up ask-a-librarian opportunities.
8. Investigate the idea of leasing books to meet patron demand and increase circulation. **COMPLETE**

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. **COMPLETE**
10. Continue to address weeding of the collections in order to maximize Learning Commons space. **CONTINUE** – Additional books may be weeded as the need for student work space increases with the start of 1st floor renovations for the Learning Commons.
11. Analyze the need to collect the data associated with the various activities associated with the library. **COMPLETE**

D. Summary of Improvements and/or Budget Decisions Based On Analysis

1. Librarians encouraged faculty to include information literacy sessions in their course plans by visiting their offices and sharing the Faculty Request Form link located on the web page. Also, Librarians conducted an Embedding Library Resources Professional Development with faculty on learning how to collaborate with librarians on instructional assignments within Blackboard.
2. Collaboration with Student Services, Division Chairs, and Administration to reorganize and weed unused furniture and equipment from the 1st floor in preparation for upcoming renovations.
3. The Library worked with PIO on marketing the Library. PIO featured the library staff, students, and community patrons on the school webpage engaged in different learning atmospheres.
4. Met with previous members of the OBOC committee to discuss the possibility of returning to One Book, One Campus. A committee was established and a book selected as the starting point for this common reading experience. ISS created a Microsoft Team to enable virtual collaborative feedback.
5. The LRC staff, in collaboration with Student Services Division, encouraged use of the 1st floor by maintaining a safe space for students to work collaboratively or independently with one another on assignments and/or participate in cross-departmental events. A lactation friendly room was designated in study room 109.
6. The Library collaborated with Student Services to host a Stress Less Fest for students on the 1st floor of the LRC. In addition, the Library worked with the IDEA team to provide a celebratory historical Black history experience for students by creating a pop-up museum. Purchases, such as Bluetooth speakers, an LCD projector, lighted digital displays, supported Library programming.
7. The Library began to investigate and initiate ways to support students and staff outside of the Library by being visible throughout the campus as much as schedule allowed. The purchase of rolling carts, tables, and table covers offers a visibly appropriate set up for pop up ask-a-librarian opportunities.
8. Librarians investigated and purchased a book leasing plan to increase circulation by leasing books on high demand. This program allows for the return of books not circulating well and replace with a more popular selection.
9. The Library established, reorganized an area, and purchased furniture for the YA reading room, which houses graphic novels, popular YA fiction, two comfortable sofa seats, and a table for collaborative study.
10. Additional books may be weeded as the need for student work space increases with the start of 1st floor renovations for the Learning Commons.

E. Program Objectives/Action for the Next 1 to 2 Years

1. Organize a plan to establish the "Librarians on the Move" process and schedule to increase student engagement.
2. Continue to address weeding of the collections in order to maximize Learning Commons space.
3. Participate in professional development in anticipation of the new Library Management System, Evergreen.
4. Continue to establish and maintain Library Business Continuity by reviewing staff essential duties, keeping staff cross-trained in all areas within the library and staying abreast to databases needed to support student learning outcomes. (Direct links, updates, vendor changes, student usage).
5. Reorganize the layout of the front page of the library website to establish a user-friendly experience for equitable information access.
6. Continue to investigate and establish methods of gathering students for collaborative learning experiences via face to face and digital event programming.
7. Collaborate with staff and faculty related to One Book, One Campus program.

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.
4.37 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.

5.00   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.

99.3%   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 $16,060 for 2022-23. (See Table 1.)

Table 1: Campus Fund Drive

Year	Dollars	Percent Change	Number of Coastal Employees
2022-23	16,060	(19%)	49
2021-22	19,767	(18%)	72
2020-21	23,996	(10%)	131
2019-20	24,547	(18%)	160
2018-19	30,055	(8%)	164

Number of donors is within the Campus Fund period of 2021-22 & 2022-23, not within two academic years as previous years were calculated.

B. Community Fund Drive: The Community Fund Drive cash gifts for 2022-23 totaled $127,142. (See Table 2.)

Table 2: Community Fund Drive (Including Non-Cash Contributions)

Year	Dollars	Percent Change	Non-Cash
2022-23	127,142	(62%)	1
2021-22	336,311	184%	3
2020-21	118,412	(47%)	3
2019-20	222,999	(18%)	2
2018-19	270,445	2%	0

2021-22 – One donation totaled $200,000.

The Foundation established one new endowed scholarship during the fiscal year.

C. **Foundation Assets:** The Foundation assets for fiscal year 2022-23 exceeded $7.5 million. (See Table 3.)

Table 3: Foundation Assets

Year	Dollars	Percent Change
2022-23	7,533,897	(12%)
2021-22	8,537,278	28%
2020-21	6,663,940	1%
2019-20	6,362,885	4%
2018-19	6,138,021	0%

2022-23 – Overall stock market decreased.

D. **Foundation Scholarship Awards:** The total scholarship awards for 2022-23 totaled $139,444. Note: $27,326 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. (See Table 4 and Table 5.) Also, the Foundation provided emergency assistance to Coastal students in need in the amount of $1,854 and purchased $2,411 in textbooks for the Edward Smith Textbook Lending Library. During 2022-23, an unduplicated headcount of 66 students received books.

Table 4: Foundation Scholarship Awards

Year	Dollars	Percent Change	Number of Awards	Percent Change
2022-23	112,118	16%	68	10%
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%)

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.

Table 5: Industrial Scholarship Awards

Year	Dollars	Percent Change	Number of Awards	Percent Change
2022-23	27,326	(33%)	16	0
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

Board of Trustees increased Industrial Scholarship awards to $50,000 for 2019-20 academic year.

E. **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. Faculty/Staff Support Services Survey Results

97.8% of faculty and staff indicated they are very satisfied or satisfied with the College Foundation. 89.3% of faculty and staff indicated they are very satisfied or satisfied with the Public Information/Marketing. (See Table 6.)

Table 6: Faculty/Staff Support Survey Results

	# Rating Service	Very Satisfied	Satisfied	Dis-Satisfied	Very Dis-Satisfied	No Opinion	# Resp.
College Foundation							
Faculty	57	44 (77.2%)	12 (21.1%)	1 (1.8%)	0 (0.0%)	11	68
Prof Staff	50	34 (68.0%)	14 (28.0%)	1 (2.0%)	1 (2.0%)	13	63
Tech/Para	15	13 (86.7%)	2 (13.3%)	0 (0.0%)	0 (0.0%)	7	22
Clerical	11	8 (72.7%)	3 (27.3%)	0 (0.0%)	0 (0.0%)	2	13
Serv Maint.	5	3 (60.0%)	2 (40.0%)	0 (0.0%)	0 (0.0%)	5	10
Total	*138*	*102 (73.9%)*	*33 (23.9%)*	*2 (1.4%)*	*1 (0.7%)*	*38*	*176*

	# Rating Service	Very Satisfied	Satisfied	Dis-Satisfied	Very Dis-Satisfied	No Opinion	# Resp.
Public Information/Marketing							
Faculty	53	24 (45.3%)	22 (41.5%)	4 (7.5%)	3 (5.7%)	15	68
Prof Staff	50	21 (42.0%)	23 (46.0%)	3 (6.0%)	3 (6.0%)	11	61
Tech/Para	18	14 (77.8%)	3 (16.7%)	1 (5.6%)	0 (0.0%)	4	22
Clerical	12	5 (41.7%)	7 (58.3%)	0 (0.0%)	0 (0.0%)	1	13
Serv Maint.	7	4 (57.1%)	2 (28.6%)	0 (0.0%)	1 (14.3%)	3	10
Total	*140*	*68 (48.6%)*	*57 (40.7%)*	*8 (5.7%)*	*7 (5.0%)*	*34*	*174*

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 68 students. Of these students, 59% did not receive any other type of financial assistance, and another 37% did not receive adequate financial assistance to support the cost of tuition.
5. The College Foundation's 2022-23 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 2021-22 Desktop Audit

1. Develop workshop sessions to educate employees concerning the use of the new style guide. **CONTINUE AS REVISED** – Spoke to Faculty Assembly during Spring 2023 Professional Development Conference on accessing marketing for campus events and the College Foundation.
2. Investigate new fundraising opportunities. **CONTINUE** – Presenting opportunities to the Board of Directors.
3. Create a web-based newsletter for alumni, donors, and friends of the College. **CONTINUE AS REVISED**

4. Work with a multi-media buyer to access more advertising spaces and add a new digital presence with geofencing. **COMPLETE AND ONGOING**
5. Investigate the use of Smith Textbook Lending Library related to inclusive access and digital literature. **CONTINUE** – In the process of connecting with the donor.
6. Review and approve the bylaws and mission of the College Foundation by the Board of Directors of the College Foundation. **CONTINUE** – Evaluating current by-laws.
7. Develop Etrieve forms to support faculty, staff, and students' needs. **CONTINUE** – Working with various departments for launch.
8. Review strategies to increase employee support for the Foundation. **COMPLETE AND ONGOING**

D. Summary of Improvements and/or Budget Decisions Based On Analysis
1. Spoke to Faculty Assembly during Spring 2023 Professional Development Conference on accessing marketing for campus events and the College Foundation.
2. Developed an information pamphlet on services offered through the College Foundation to educate students, employees, and community about our services.
3. Working with local media, WITN, and Spectrum to access advertising space.
4. Began conversations with staff and faculty regarding the workings of the College Foundation and how the College Foundation can support the Coastal community.
5. Provided a display of food at student activities events to educate our students about the food pantry.
6. Added Information Systems Support Services to weekly meeting with Student Services.
7. Collaborated with Print Shop on updating and streamlining practices between the Print Shop and PIO.
8. The Campus tour video was updated for SACSCOC Fifth-Year Interim Report.

E. Program Objectives/Action for the Next 1 to 2 Years
1. Develop workshop sessions to educate employees on marketing departments and events using the style guide and accessing the marketing and public information office request form.
2. Investigate new fundraising opportunities.
3. Create electronic features to highlight alumni, donors, and friends of the College for website and social media.
4. Investigate the use of Smith Textbook Lending Library related to inclusive access and digital literature.
5. Review and approve the bylaws and mission of the College Foundation by the Board of Directors of the College Foundation.
6. Develop Etrieve forms to support faculty, staff, and students' needs.
7. Investigate strategies for tracking food pantry patrons.

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.

97%
   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 2022-23.

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. One new endowed scholarship fund was created during 2022-23. The College Public Information Office staff provided significant support for American Red Cross, United Way, and the Swansboro Area Chamber of Commerce Business Expo.

89.3% 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.

97.8% 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 2022-23, the community used a total of 13 buildings with a total of 1,349.5 hours and 31,489 participants. Table 1 is the breakdown of the facility and grounds usage.

Table 1: Facility and Grounds Usage

Buildings	Number of times used	Hours	Participants
Culinary	2	12.5	875
Fine Arts	130	406.5	7,515
Guy Business Technology	5	13.5	475
Health Occupational Science	2	5.5	393
Henderson Administration Board Room	7	25	156
Henderson Administration Conference Room	3	15	60
Hurst Continuing Education	16	61	1,763
Learning Resources Center	44	383.5	3,206
Melton Skills Center	3	16.5	915
Mills Math and Science Technology	4	11.5	691
Multipurpose	2	12.5	875
Parking Lots	48	184	5,610
Ragsdale	3	10.5	575
Respass Trades	4	7.5	895
Student Center Commons	21	90.5	3,125
Student Center Conference Room	28	57	1,780
Student Center Patio	6	37	2,580

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 2022-23 recipients honored through the Educator of the Year awards were:

   Michael Decoursey, Instructor, Computer Programs
   Beth Himes, Coordinator, Emergency Medical Science
   Caitlin Irish, Instructor, Mathematics
   Brittney Larson, Department Head/Instructor, Life Science
   Justin Sokoloski, Department/Instructor, Electronics Engineering Technology
   Nancy White, Instructor, Psychology & Sociology

   Nancy White was the College's nominee for the 2023 North Carolina Community College System/RJ Reynolds Excellence in Teaching Award.

2. **Music, Art, & Drama**
   During the fiscal year (July 2022-June 2023), 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. Approximately 3,525 people participated in and viewed events during the academic year.
   1. Music Department: During the 2022-2023 academic year, approximately 3,065 people from the College and community participated in events sponsored by the Music Department. In Fall 2022, the Music Department sponsored a general student recital, a jazz ensemble concert, and a sophomore recital and two lunchtime faculty recitals, including French Music at Midday with a pre-concert lecture by Ms. Anna Pagnucci. The Coastal Carolina Community Choir performed a holiday concert in December 2022 and participated with local Onslow County Schools students in a Choral Holiday Sing led by an outside clinician and sponsored by our college. The Coastal Carolina Community Orchestra performed in two concerts in November 2022 and a holiday concert in December 2022. In Spring 2023, general music recitals, a jazz ensemble concert, and sophomore recitals were held. The Music Department also hosted two lunchtime concerts and one evening concert featuring Dr. James Schmidt performing the Chopin Etudes. In addition, a visiting artist, Dr. Elliot Frank, performed a lunchtime guitar solo recital on campus. A Jazz Clinic was held at White Oak High School for the OCS jazz programs with a concert given by Jerald Shynet. The Coastal Carolina Community Choir, Early College Choir, and Community Orchestra all hosted Spring recitals in April 2023.
   2. Theatre Department: During 2022-2023, 415 people attended theatre events in person. In Fall 2022, the New River Players presented *Tartuffe* with musical direction by Dr. Barry Morse, with 187 in attendance. In Spring 2023, the New River Players performed *Almost, Maine* to an audience of 228 in Bodenhamer Auditorium.
   3. Visual Arts Department: In Fall 2022-Spring 2023, approximately 45 people attended Visual Arts events. Neither the Annual Public Art Exhibition nor the Annual Student Art Exhibition were held. In Spring 2023, the Visiting Artist Series, with guest Jill Eberle, incorporated class demonstrations and a public lecture.

3. **Public Information Office**
   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 Public Information Office to refine the process and/or services.

   During the fiscal year 2022-2023, the Public Information Office has assisted several community partners by providing marketing material to support the community and college.
   Public Information Office services that have been provided include:
   a) Graphic Design: Created flyers, posters and social media graphics, as well as designed logos and branding elements.
   b) Photography: Provided high-quality photos of events and activities for marketing and Graphic Artist use.
   c) Videography: Created short promotional videos and social media posts to assist in awareness and marketing.

Projects assisted in 2022-2023 include support to American Red Cross for a local Blood Drive; United Way of Onslow for annual fund drive; Jacksonville Onslow Chamber of Commerce for Trades Day and Pitch It collaboration; North Carolina Small Business Center Network Annual Meeting material, posters, and award flyers; Onslow Early College High School signage. PIO also assisted the College Foundation donors with graphic layouts of specialized scholarship application forms. 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 2022-23, a total of 24 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.

   ***Association of Nursing Students* (ANS)**

   The club's purpose is to promote the welfare of all individuals without regard for race, sex, origin, social, or economic status by sharing in all phases of social living, upholding professional and educational standards, and adhering to a code of ethics that encourages the highest traditions of the nursing profession.

   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

A. Staff Analysis: Student Services on the main campus is staffed by 32 full-time and 12 part-time staff. (See Table 1.)

Table 1: Staffing (Total)

Main Campus (Total):			Staffing/Off Campus Extension Sites (Total):		
2022-23	33 FT	12 PT	**2022-23**	5 FT	0 PT
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

6 PT staff were previously a part of CE in the Learning Lab, acquired by Student Services in October of 2019.

B. Curriculum Enrollment Analysis (All Sites): Table 2 illustrates the total headcount for AY 2022-2023 and reflects changes from the previous year's count.

Table 2: Unduplicated Headcount Enrollment Changes

Fall 2022	3,652	-0.49% ↓	Spring 2023	3,381	-1.91% ↓	Summer 2023	1,784	-6.99% ↓
Fall 2021	3,670	0.77% ↑	Spring 2022	3,447	-1.15% ↓	Summer 2022	1,918	-0.32% ↓

Table 3: Early Registration, Registration that occurs prior to the designated "Late Registration" day

Summer Semester						*Fall Semester*				
	2023	2022	2021	2020	2019	2022	2021	2020	2019	2018
Total	1,674	1,712	1,776	1,612	1,979	3,053	3,086	2,972	3,495	3,591

Spring Semester – Report Ran on 1/3/2022				
	2023	2022	2021	2020	2019
Total	2,814	2,890	3,023	3,489	3,283

Table 4: End of Registration Period, Registration that occurs on "Late Registration" day through the end of the second eight-week registration period.

Summer Semester					
	2023	2022	2021	2020	2019
Total Headcount	1,784	1,918	1,924	1,933	2,055
FTE Final	496	528	533	554	552

Fall Semester					
	2022	2021	2020	2019	2018
Total Headcount	3,652	3,670	3,642	3,875	3,755
FTE Final	1,394	1,428	1,435	1,532	1,601

Spring Semester –Report Ran on 3/10/2022					
	2023	2022	2021	2020	2019
Total Headcount	3,381	3,447	3,487	3,776	3,660
FTE Final	1,302	1,321	1,376	1,486	1,472

C. **First Time (New) Student Registration:** 64% percent of prospective first-time (new) students who applied in 2022-2023 were enrolled. (See Table 5.) This number is consistent with the 2021-2022 percentage and demonstrates consistency in current practices.

Table 5: First-Time (New) Student Registration:

	Applied	Registered	Percent
2022-23	4,795	3,081	64%
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%

D. **Orientation:** New students may attend student information and orientation programs on campus to help with their successful transition into the College. For AY 2022-2023, a total of 2,373 students attended an orientation session. (See Table 6.) Of the 2,373 students attending an orientation session, 2,051 students attended New Student Orientations and 322 completed Career and College Promise Orientations. (See Table 7.) 821 attended group scheduling. (See Table 7.) Based on staffing considerations and low attendance in targeted New Student Orientation Sessions, New Student Experience reverted to focused year-round orientation and group scheduling efforts to appeal to wide audiences. Students may attend information sessions for program specific admissions information in addition to orientations run by limited enrollment programs. Data on how many students applied and registered demonstrates there was not a major impact to the registration process by eliminating the program-specific New Student Experience orientations. (See Table 5.)

Table 6: Orientation for New Students

	2022-23	2021-22	2020-21	2019-20	2018-19
Number Attending	2,373	2,008	1,858	804	825

Table 7: Orientation Sessions

Spring 2023 (January 7, 2023 – May 13, 2023)	Number in Attendance
Orientation Seated	605
Orientation Online	1,446
CCP Orientation Seated	96
CCP Orientation Online	226
Group Scheduling Seated	526
Group Scheduling Online	295
Grand Total	**3,194**

E. **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 2022-2023, advising and counseling staff assisted 12,531 students (duplicated)—which consisted of 9,659 students who visited the Student Center (duplicated), 2,051 students who completed New Student Orientation, 821 students who participated in Group Scheduling—in addition to 12,715 Career and College Promise appointments (duplicated). (See Table 8.) 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.

Table 8: In Office Counselor Visits (July through June)

	Total	Percent Change
2022-23	12,531	33% ↓
2021-22	18,883	8.20% ↑
2020-21	17,454*	9.2% ↓
2019-20	19,212	3.19% ↑
2018-19	18,618	8.3% ↓

Counselor visits from July 2020 through June 2021 occurred through virtual means and not able to be accurately counted.

F. **Placement Testing:** Administration of placement testing reflected a 51.8% increase for AY 2022-2023 from 920 to 1,774. This number is comprised of 1,230 students who completed RISE placement testing, 539 students who completed HESI testing, and 5 students who completed the Spanish placement test. The College continues to evaluate admissions criteria for developmental education. The College has elected to allow prospective students the opportunity to take a placement test even if it has been less than 10 years since the prospective student graduated from high school. In response to COVID-19, Academic Advisors and Counselors engaged in a thorough analysis of high school transcripts to include a review of English and mathematics grades and encourage students to complete placement testing in an effort for best possible placement into curriculum courses. (See Table 9.)

Table 9: Placement Testing for Degree Seeking Students (July-June)

	2022-23	2021-22	2020-21	2019-20	2018-19
Total Tested	1,774	920	1,362	1,621	3,107

Testing numbers have decreased as Multiple Measures was implemented starting in Fall of 2016.

G. **Career and College Promise:** High school enrollment within the Career and College Promise Program continues to grow each term. 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 Table 10.)

Table 10: Career and College Promise Program Enrollment (Unduplicated Count)

	2022-23	Percent Change	2021-22	Percent Change	2020-21	Percent Change	2019-20
Summer Students	189	28.57%	147	19.51% ↑	123	38.19% ↓	199
Summer Courses	321	14.23%	281	18.07% ↑	238	52.56% ↑	156
Fall Students	598	12.62%	531	35.11% ↑	393	7.37% ↑	366
Fall Courses	1,093	4.39%	1,047	39.79% ↑	749	27.16% ↑	589
Spring Students	608	13.43%	536	42.17% ↑	377	3.08% ↓	389
Spring Courses	1,032	9.32%	944	18.89% ↑	794	29.74% ↑	612

H. **College Liaison Outreach:** 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 Table 11.)

Table 11: College Liaison Outreach (Unduplicated)

	Term	2022-23	2021-22	2020-21	2019-20
High School Visits	Summer	0	0*	0*	24
Contacts	Summer	2,181	2,061	273	275
High School Visits	Fall	86	119	81	74
Contacts	Fall	4,624	2,787	2,347	1,392
High School Visits	Spring	106	150	143	64
Contacts	Spring	5,434	2,951	2,996	2,988

High schools were closed to students and visitors due to COVID-19.

I. **College Career Center:** In AY 2022-2023, the Career Center served 264 students. (See Table 12.)

Table 12: Career Center

	2022-23	2021-22	2020-21	2019-20	2018-19
Career Center Visitors	264	292	293	235	525
Workshop Participants	1,119	737	579	910	952

J. **Summary of Student Activities**: Student Activities still sponsored events during 2022-2023 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 and experienced a 257% increase in student hours for the 2022-2023 academic year, a significant increase in student participation, signaling that students are reengaging with on-campus and community engagement opportunities. (See Table 13.)

Table 13: Service Learning Participation Data:

Semester	Faculty	Students	Student Hours
Spring 2023	8	20	300
Fall 2022	6	25	468
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

Numbers are decreased due to the lack of access to Service Learning sites due to COVID-19.

K. **ADA Accommodations:** The College provides services and support to students with self-identified documented disabilities in need of ADA accommodations. (See Table 14.) 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.

Table 14: ADA Accommodations (Unduplicated Count)

Semester	ADA Identified Students Who Enrolled and Received Accommodations Through the College
Spring 2023	148
Fall 2022	147
Summer 2022	77
Spring 2022	164
Fall 2021	192
Summer 2021	85
Spring 2021	171
Fall 2020	181
Summer 2020	97
Spring 2020	246
Fall 2019	265

L. Financial Aid: For AY 2022-2023, actual Pell Grant awards decreased to 1,368, which is consistent with the overall enrollment decrease. Federal Work-Study (FWS) funding for the FWS program resulted in 31 FWS jobs available to eligible students. (See Table 15.)

Table 15: Financial Aid (July through June)
Pell Grants

Year	Number Awarded*			
	College Transfer	Non-College Transfer	Total	College Work-Study Number of Positions
2022-23	945	423	1,368	31
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

*Source: U.S. ED Pell Summary Data
[1]The reduction in work-study occurred during COVID-19.

M. Deferred Payment: In AY 2022-2023, 241 students utilized the Deferred Payment Program.

N. Veterans Affairs (VA): Students utilizing VA Educational Entitlements decreased from 1,455 to 1,077. (See Table 16.) Veterans have expansive funding options for educational opportunities, and increased participation in Skillbridge as well as other federal and State grants tied to Veteran status may contribute to the continued decrease in the use of benefits processed by Veterans Programs.

Table 16: Students Utilizing VA Educational Entitlements (July through June)

	Total	% Change
2022-23	1,077	25.98%↓
2021-22	1,455	14.66%↓
2020-21	1,705	1.96%↓
2019-20	1,739	11.11%↑
2018-19	1,565	7.5%↓

Table 17: 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
2023	508	1,338	1,328	-7.47%	-5.84%	-5.55%	2.633
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

O. **Student Success Coach Team:** The Student Success Coach Team is responsible for student engagement leading to persistence and retention. (See Table 18.) Success Coaches may meet with students to understand barriers that may impede academic success; host workshops related to topics such as time management, financial literacy, testing taking skills; and hold campus events.

Table 18: Student Success Coach Persistence for 2022-23

Semester	Total Students	Graduates	Returning	Persistence Percent
Summer 2022	107	8	75	75.76%
Fall 2022	583	13	432	75.79%
Spring 2023	639	90	345	62.84%
Overall	1,329	111	852	69.95%

Table 19: Student Success Coach Persistence for 2021-22

Semester	Total Students	Graduates	Returning	Persistence Percent
Summer 2021	151	9	107	75.35%
Fall 2021	514	6	430	84.65%
Spring 2022	486	46	250	56.82%
Overall	1,151	61	787	72.20%

P. **FTE Auditor Report:** There were no audit exceptions or concerns for AY 2022-2023. (See Table 20.)

Table 20: FTE Auditor Reports

Year	Exceptions	Concerns
2022-23	0	0
2021-22	0	0
2020-21	0	0
2019-20	0	0
2018-19	0	0

III. Opinion Survey of Student Services:

Overall, survey results from students, faculty, and staff reflect favorably on the efforts of Student Services. (See Tables 21 through 23.)

A. **Graduate Survey Responses:** Of the 620 students who responded to the Graduate Survey, 571 to 620 graduates rated Student Services. Table 21 illustrates the responses.

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

Table 21: Graduate Survey Responses

	C. Trans	(Resp)	Other Programs	(Resp)	Overall Avg.	(Resp)
Admissions	4.30	278	4.11	342	4.19	620
Academic Advising	4.31	277	4.16	341	4.23	618
ADA Accommodations	4.23	266	4.11	326	4.16	592
Financial Aid	4.12	269	3.94	333	4.02	602
Veterans Affairs	4.24	249	4.12	322	4.17	571
Registration	4.30	276	4.11	344	4.20	620
Student Activities	4.25	275	4.14	333	4.19	608

B. **Early Leaver Survey Responses:** Of the 1 student who responded to the Early Leaver Survey, 1 to 1 rated Students Services. Table 22 illustrates their responses.

Table 22: Early Leaver Survey Responses

	C. Trans	(Resp)	Other Programs	(Resp)	Overall Avg	(Resp)
Admissions	N/A	N/A	5.00	1	5.00	1
Academic Advising	N/A	N/A	5.00	1	5.00	1
ADA Accommodations	N/A	N/A	5.00	1	5.00	1
Financial Aid	N/A	N/A	5.00	1	5.00	1
Veterans Affairs	N/A	N/A	5.00	1	5.00	1
Registration	N/A	N/A	5.00	1	5.00	1
Student Activities	N/A	N/A	5.00	1	5.00	1

C. **Faculty/Staff Support Services Survey Results for Services of Student Services:** 93.6% of faculty and staff indicated being very satisfied or satisfied with Academic/Counseling Services. 99.0% of faculty and staff indicated being very satisfied or satisfied with the Career Center services. 97.8% of faculty and staff indicated being very satisfied or satisfied with Financial Aid services. 93.4% of faculty and staff indicated being very satisfied or satisfied with Registrar's Office Services. 96.5% of faculty and staff indicated being very satisfied or satisfied with Veterans' Programs services. (See Table 23.)

Table 23: Faculty/Staff Support Services Survey Results

	# Rating Service	Very Satisfied	Satisfied	Dis-Satisfied	Very Dis-satisfied	No Opinion	# Resp
Academic/Counseling Services							
Faculty	56	31 (55.4%)	22 (39.3%)	2 (3.6%)	1 (1.8%)	12	68
Prof Staff	48	29 (60.4%)	14 (29.2%)	4 (8.3%)	1 (2.1%)	14	62
Tech/Para	10	7 (70.0%)	3 (30.0%)	0 (0.0%)	0 (0.0%)	12	22
Clerical	8	3 (37.5%)	5 (62.5%)	0 (0.0%)	0 (0.0%)	5	13
Serv Maint.	4	3 (75.0%)	1 (25.0%)	0 (0.0%)	0 (0.0%)	6	10
Total	*126*	*73 (57.9%)*	*45 (35.7%)*	*6 (4.8%)*	*2 (1.6%)*	*49*	*175*

	# Rating Service	Very Satisfied	Satisfied	Dis-Satisfied	Very Dis-satisfied	No Opinion	# Resp
Career Center							
Faculty	42	25 (59.5%)	17 (40.5%)	0 (0.0%)	0 (0.0%)	26	68
Prof Staff	35	16 (45.7%)	18 (51.4%)	1 (2.9%)	0 (0.0%)	27	62
Tech/Para	8	7 (87.5%)	1 (12.5%)	0 (0.0%)	0 (0.0%)	14	22
Clerical	8	4 (50.0%)	4 (50.0%)	0 (0.0%)	0 (0.0%)	5	13
Serv Maint.	4	3 (75.0%)	1 (25.0%)	0 (0.0%)	0 (0.0%)	6	10
Total	*97*	*55 (56.7%)*	*41 (42.3%)*	*1 (1.0%)*	*0 (0.0%)*	*78*	*175*

Table 23: Faculty/Staff Support Services Survey Results Continued

	# Rating Service	Very Satisfied	Satisfied	Dis-Satisfied	Very Dis-satisfied	No Opinion	# Resp
Financial Aid							
Faculty	47	27 (57.4%)	18 (38.3%)	1 (2.1%)	1 (2.1%)	21	68
Prof Staff	45	19 (42.2%)	26 (57.8%)	0 (0.0%)	0 (0.0%)	18	63
Tech/Para	10	8 (80.0%)	2 (20.0%)	0 (0.0%)	0 (0.0%)	12	22
Clerical	12	4 (33.3%)	7 (58.3%)	1 (8.3%)	0 (0.0%)	1	13
Serv Maint.	4	3 (75.0%)	1 (25.0%)	0 (0.0%)	0 (0.0%)	6	10
Total	*118*	*61 (51.7%)*	*54 (45.8%)*	*2 (1.7%)*	*1 (0.8%)*	*58*	*176*
Registrar's Office Services							
Faculty	59	32 (54.2%)	24 (40.7%)	1 (1.7%)	2 (3.4%)	9	68
Prof Staff	50	24 (48.0%)	21 (42.0%)	4 (8.0%)	1 (2.0%)	11	61
Tech/Para	11	8 (72.7%)	3 (27.3%)	0 (0.0%)	0 (0.0%)	11	22
Clerical	11	6 (54.5%)	5 (45.5%)	0 (0.0%)	0 (0.0%)	2	13
Serv Maint.	5	3 (60.0%)	1 (20.0%)	0 (0.0%)	1 (20.0%)	5	10
Total	*136*	*73 (53.7%)*	*54 (39.7%)*	*5 (3.7%)*	*4 (2.9%)*	*38*	*174*
Veterans' Programs							
Faculty	47	28 (59.6%)	17 (36.2%)	0 (0.0%)	2 (4.3%)	22	69
Prof Staff	46	20 (43.5%)	25 (54.3%)	1 (2.2%)	0 (0.0%)	17	63
Tech/Para	9	7 (77.8%)	2 (22.2%)	0 (0.0%)	0 (0.0%)	13	22
Clerical	10	5 (50.0%)	5 (50.0%)	0 (0.0%)	0 (0.0%)	3	13
Serv Maint.	5	3 (60.0%)	1 (20.0%)	0 (0.0%)	1 (20.0%)	5	10
Total	*117*	*63 (53.8%)*	*50 (42.7%)*	*1 (0.9%)*	*3 (2.6%)*	*60*	*177*
Wellness Center							
Faculty	45	18 (40.0%)	25 (55.6%)	1 (2.2%)	1 (2.2%)	24	69
Prof Staff	32	13 (40.6%)	16 (50.0%)	3 (9.4%)	0 (0.0%)	31	63
Tech/Para	11	4 (36.4%)	4 (36.4%)	2 (18.2%)	1 (9.1%)	11	22
Clerical	6	4 (66.7%)	2 (33.3%)	0 (0.0%)	0 (0.0%)	7	13
Serv Maint.	6	4 (66.7%)	2 (33.3%)	0 (0.0%)	0 (0.0%)	4	10
Total	*100*	*43 (43.0%)*	*49 (49.0%)*	*6 (6.0%)*	*2 (2.0%)*	*77*	*177*

IV. 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.

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 C. Louis Shields Learning Resources Center (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. During December of 2022 and January of 2023 Student Services temporarily relocated to the first floor of the LRC while a networking project took place. During this desktop audit period, staff also had to be relocated during HVAC system repairs which damaged computers and related technology. A Student Services workroom/copy area was also renovated during this reporting period, making the room half the size it previously was to make room

for a required information technology networking closet that required a lock per Federal cyber security requirement. Staff routinely set off the fire alarm in the work room space as 30 people are trying to use a 5 ft space to prepare their lunch daily.

__Equipment:__ No equipment was purchased during this desktop audit reporting period.

V. Operating Budget

Table 24: Operating Budget

	Equipment		Supplies		Professional Development and Travel	
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual
2022-23	0	0	119,199	96,200	28,272	18,813
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

2022-23 – Student Services carefully evaluated each budget line and considered both the upfront as well as recurring cost related to each proposed budget item. After careful consideration, a meeting including the vendor, Student Services Staff, and the faculty, Student Services did not decide to move forward with the purchase of Kurzweil, an ADA related software that had capabilities overlapping with the current Inclusive Access vendor, RedShelf. Based on this mid-year adjustment and other budgetary considerations, Student Services was under budget during the 2022-23 Desktop Audit reporting period.
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.

VI. Quality Review Summary

A. Strengths:
1. The Career and College Promise (CCP) 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. CCP Liaisons will begin to investigate how to grow in partnerships with both Onslow County Schools as well as private schools throughout the county.
2. COVID-19-related funding provided opportunities for students to enroll in classes who otherwise may not have applied to the College. Dedicated outreach efforts were made by the Specialist for Outreach and Student Support, who contacted students to invite them to reapply to the College and apply for COVID-19-related funding.
3. COVID-19-related student required reporting ended during this Desktop Audit period, signaling the end of the pandemic.

B. Weaknesses:
1. During this reporting period, Student Services experienced a change in leadership for three major roles within the division to include the Division Chair for Student Services, the Director for Financial Aid Services, and the Director for Military Off-Campus Sites.
2. Student Services continues to work through the technical set-up for an electronic platform for the submission of transcript requests as well as for the distribution of e-transcripts, as improved efficiency related to this function is needed.
3. An improved communication channel regarding changes to curriculum programs with regards to both Federal Financial Aid and Veterans Programs in the future will 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.
4. Sustained mechanisms for data collection and the monitoring of strategic enrollment management processes are essential.
5. Sustained mechanism for identifying important dates and functions across interdependent departments and divisions on campus.

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 2021-22 Desktop Audit:
1. Continue to increase enrollment in Career and College Promise programs through College Liaisons, outreach events, and networking with Onslow County high schools. **COMPLETE AND ONGOING** – Enrollment data reflects an increase in enrollment for Career and College Promise. Additional partnership agreements and relationships with both public and private school partners will remain an objective for future academic years.
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. **CONTINUE** – New Student Experience data demonstrates that the percentage of students who both attended New Student Experience and proceeded to register for classes remained the same.
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. **COMPLETE AND ONGOING** – In December of 2022 Student Services collaborated with Human Services to distribute information about the Child Care Grant. Student Services will continue to expand opportunities for collaboration with Continuing Education.
4. Plan for the re-location of the CCP and Success Coaches staff due to the renovation of the first floor of the LRC. **CONTINUE AS REVISED** – Conversations regarding the renovation have begun, but no demolition or "move" date has been set during the Desktop Audit reporting period.
5. Coordinate with the ACA 122 Student Success Facilitator and faculty advising coordinator to identify specific responsibilities faculty advising. **CONTINUE** – During this reporting period, a new ACA 122 Student Success Facilitator was identified and there was a change to the Faculty Advising steering committee. This objective will be continued to allow both parties to learn and understand the context of their role within the college. Student Services will continue to support the training of faculty advisors and facilitate the communication needed during registration periods.

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 2021-22 Desktop Audit:
1. In collaboration with Information Systems Support Services, implement the electronic transcript system from the National Student Clearinghouse. **CONTINUE** – In collaboration with Information Systems, several programming connections have to be made with the National Student Clearinghouse system. Testing of the connections and proposed language has been drafted and provided to the Vice President for Instruction and Student Services.
2. Establish a Transfer Credit Database through College Source Transcript Evaluation Service. **COMPLETE** – The process to add approved transfer equivalencies has continued to grow to over 7,400 identified equivalencies. This process will continue to grow as Registrar staff evaluate transfer credit not previously received by the College. A Specialist for Enrollment Services and Transcript Evaluator was hired in the Fall of 2022 to support this initiative and a transcript credit database was established using the college source transcript evaluation service which is now a sustained budgetary item.
3. To support the NC Finish First initiative, utilize data analysis to determine methods for direct outreach to those students eligible for credential completion. **CONTINUE AS REVISED** – Due to personnel changes and the elimination of the NC Finish First Initiative, the identification of graduates and subsequent methods of outreach will remain an objective through the next Desktop Audit reporting period. For future Desktop Audits, the goal to increase the number of students who graduate from certificates and diplomas under the parent program will continue.
4. Utilize and refine the established framework created to monitor and analyze course-level enrollment trends. **COMPLETE** – The Enrollment Matrix reports are run for every term. Updates to the report are continuously made to ensure the efficiency and usefulness of the data. In addition, the Coordinator for Enrollment Services initiated a morning routine of running the XFTE and XFTR reports, generating a daily comparison for future academic years. Finally, the Registrar developed a daily Informer report

providing up-to-date enrollment numbers each morning which allow the Division Chair for Student Services to coordinate with the curriculum Chairs regarding course needs during registration periods.

5. Implement the Self-Service Student program for Student information, Registration, Advising, and Faculty processes. **CONTINUE** – Self-Service has been set up and utilized for student information, registration, and faculty processes. While parts of the advising process are being used, the full implementation of advising will require additional set-up and training.

6. Investigate strategies to obtain additional information on early leavers. **CONTINUE** – While preliminary conversations have occurred, a planned meeting with Institutional Effectiveness and Student Success and Information Systems will take place to discuss alternative platforms for obtaining information on early leavers.

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 2021-22 Desktop Audit:
1. Complete the Self-Service set-up in Colleague and have Self-Service live with a target date of August 2023. **CONTINUE AS REVISED –** Self-Service set-up in Colleague is complete; however, some minor adjustments need to be completed with regard to communication management in preparation for FAFSA simplification. The updated target start date is November 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. **COMPLETE AND ONGOING** – Through the use of the Specialist for Outreach and Student Support Services students are now contacted not only by email and U.S. Mail but also by phone in order to be informed of the "next steps" to complete the financial aid process, which has led to an improved student experience. Student Services will continue to identify ways to improve student communication.

3. Create an on-boarding and training program for new Financial Aid employees. **COMPLETE** – A checklist has been implemented by the Financial Aid Director and is used as part of the on-boarding process for all new hires in the department. This checklist ensures the appropriate level of access is granted and staff are trained using a consistent and progressive approach that will allow for routine internal audits for accuracy.

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 2021-22 Desktop Audit:
1. Prepare all remaining materials required to update the College's website in support of Veterans Programs for submission to the Public Information Office. **CONTINUE** – Updates to the College's website in support of Veterans Programs were delayed by a change in personnel in the Public Information Office. Updates to the website will resume after initial training is completed and the marketing request backlog is addressed. Preliminary changes have been reviewed by the Vice President for Instruction and Student Services.

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. **COMPLETE** – The guidelines put forth by the VA significantly reduces the number of programs that may reasonably pass scrutiny by the VA or NC SAA. The process to allow students to be certified under a dual major/dual concentration status with the VA will be conducted by the Director for Veterans Programs on a case-by-case basis.

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. **CONTINUE AS REVISED** – Low attendance to events hosted on campus suggests that the event content or event format does not capture the interest of students. The Director for Veterans Programs will continue to evaluate marketing and information delivery methods to assess

efficacy of current approaches to information sharing. The Director for Veterans Programs intends to evaluate and prototype other event content or event formats for future activities.

4. Investigate the decrease in Veterans enrollment and trends that may provide insight into initiatives to serve the military-affiliated community in Onslow County. **CONTINUE** – Veterans Programs will investigate trends and collaborate with community partners to develop a better understanding of how challenges within the veteran community may impact college enrollment.

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 2021-22 Desktop Audit:
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. **COMPLETE** – The Student Activities monthly newsletter is a collaboration of input from club advisors, Success Coaches, fine arts event and important dates related to the academic calendar. This monthly newsletter is circulated as an email dispersed to all faculty, staff, and students and is also available "on-demand" via the calendar found on the College's website.
2. Increase number of students participating in the Service Learning program to participation levels prior to COVID-19. **COMPLETE** – The number of Service Learning participants increased by over 250%.
3. Develop a process for collecting and disseminating monthly student activities to all faculty, staff, and students in a professional and accurate format. **COMPLETE** – The Student Activities monthly newsletter is a collaboration of input from club advisors, Success Coaches, fine arts event and important dates related to the academic calendar. This monthly newsletter is circulated as an email dispersed to all faculty, staff, and students and is also available "on-demand" via the calendar found on the College's website.

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 2021-22 Desktop Audit:
1. Identify software that will assist students with documented disabilities requiring typed language to be converted to spoken language. **COMPLETE** – The College's textbook servicer, RedShelf, has technology to convert spoken language to text. In addition, VERBIT and JAWS were acquired by the College to provide narration services for electronic text.
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. **COMPLETE** – More assistive technology was acquired to include more LiveScribe pens. After an evaluation of the Kurzweil 3000 software, it was not in the best interest of students to acquire this technology.
3. Investigate technical standards for limited enrollment and block programs. **COMPLETE AND ONGOING** – The Coordinator for Disability Support Services attended a webinar from the North Carolina Community College System Office. This webinar provided detailed information and templates for beginning the development of Technical Standards. The investigative period has concluded, and a new objective will focus on the development of Technical Standards in the allied health area of study.

Department: Career Center
Description: The Career 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 2021-22 Desktop Audit:
1. Identify strategies to more comprehensively market Career Center services. **CONTINUE** – The concept of a Career Center needs to be evaluated and reinvented within the College. Currently there is not a dedicated "Career Center" space on campus and the roles and responsibilities related to this function need to be clearly defined and articulated.

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. **COMPLETE** – The Student Activities and Career Placement Advisor began using a spreadsheet to develop the case management process for the students he assists with career 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. **COMPLETE** – The Student Activities and Career Placement Advisor met with the Department Head and Instructor for Criminal Justice to develop a program to provide career guidance for students at the beginning of their Criminal Justice Technology program.

Military Off-Campus Sites

Progress and Response to Objectives Printed in 2021-22 Desktop Audit:
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. **DELETED** – Military Off-Campus Sites ran in-person New Student Orientation Sessions. Of the eight students who registered to participate, only one came to the orientation. This was a heavily marketed event that included pizza. Military Off-Campus Sites students may be better suited to an enrollment process that includes a virtual orientation or incorporates the information provided in New Student Experience during one-on-one academic advising sessions.
2. Identify appropriate technology and space to improve and expand upon HyFlex classes to increase student enrollment in Military Off-Campus Sites classes. **CONTINUE** – HyFlex equipment was purchased and HyFlex classes remain a viable option to improve the in-person classroom experience aboard both Camp Lejeune and MCAS New River. Student Services will continue to collaborate with IT to overcome obstacles related with technology to include a skilled audio/visual technician, classrooms outfitted with appropriate sound-absorbing materials and upholstery, and strong wireless connection to prevent interruptions during live streaming.

Success Coaches

Progress and Response to Objectives Printed in 2021-22 Desktop Audit:
1. Increase awareness of Distance Learning/Technology Success Coach as an online and technology resource for students. **CONTINUE** – Due to turnover, the Distance Learning and Technology Success Coach position was vacant for the majority of this Desktop Audit period, as the replacement for this position began on June 5, 2023.
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. **COMPLETE AND ONGOING** – These events have been well executed and demonstrated a high volume of student engagement.
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. **COMPLETE** – A process for pulling this data was done in collaboration with the Institutional Effectiveness and Student Success Office. The raw data may be available upon request.
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. **CONTINUE** – A case management process to identify and network with a cohort remains a goal for the upcoming Desktop Audit period.
5. Plan for the re-location of the CCP and Success Coaches staff due to the renovation of the first floor of the LRC. **CONTINUE AS REVISED** – Conversations regarding the renovation have begun, but no demolition or "move" date has been set during the Desktop Audit reporting period.

D. **Summary of Improvements and /or Budget Decisions Based On Analysis:**

Admissions and Counseling Services
1. Staff attended the North Carolina Community College System Office Conference. This conference provided an opportunity to network and identify best practices for the 22-23 academic year.
2. Sustainment in 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. Enrollment data reflects an increase in enrollment for Career and College Promise. Additional partnership agreements and relationships with both public and private school partners will remain an objective for future academic years.
4. In December of 2022, Student Services collaborated with Human Services to distribute information about the Child Care Grant. Student Services will continue to expand opportunities for collaboration with Continuing Education.

Registration and Records Management
1. Staff attended the North Carolina Community College System Office Conference. This conference provided an opportunity to network and identify best practices for the 22-23 academic year.
2. The process to add approved transfer equivalencies has continued to grow to over 7,400 identified equivalencies. This process will continue to grow as Registrar staff evaluate transfer credit not previously received by the College. A Specialist for Enrollment Services and Transcript Evaluator was hired in the Fall of 2022 to support this initiative.
3. The Enrollment Matrix reports are run for every term. Updates to the report are continuously made to ensure the efficiency and usefulness of the data. In addition, the Coordinator for Enrollment Services initiated a morning routine of running the XFTE and XFTR reports, generating a daily comparison for future academic years. Finally, the Registrar developed a daily informer report providing up-to-date enrollment numbers each morning which allow the Division Chair for Student Services to coordinator with the curriculum Chairs regarding course needs during registration periods.

Financial Aid
1. Staff attended the North Carolina Community College System Office Conference. This conference provided an opportunity to network and identify best practices for the 2022-23 academic year.
2. Through the use of the Specialist for Outreach and Student Support Services students are now contacted not only by email and U.S. Mail but also by phone in order to be informed of what the "next steps" to complete the financial aid process which has led to an improved student experience. Student Services will continue to identify ways to improve student communication.
3. Using technology and supplies purchased during this budget cycle, a training program for new Financial Aid employees was completed to include notary licensure for all FA Assistants.
4. A checklist has been implemented by the Financial Aid Director and is used as part of the on-boarding process for all new hires in the department. This checklist ensures the appropriate level of access is granted and staff are trained using a consistent and progressive approach that will allow for routine internal audits for accuracy.
5. Staff participated in professional development related to the FAFSA Simplification Act.

Veterans Programs
1. Staff attended the North Carolina Community College System Office Conference. This conference provided an opportunity to network and identify best practices for the 22-23 academic year.
2. Veterans Programs developed a process to allow students to elect to utilize their VA education benefits using a dual certification, when appropriate. This allows students to explore multiple pathway options that may have overlapping program requirements, propelling students towards more than one educational and career goal.
3. Updates to the College's website in support of Veterans Programs were delayed by a change in personnel in the Public Information Office. Updates to the website will resume after initial training is completed and the marketing request backlog is addressed. Preliminary changes have been reviewed by the Vice President for Instruction and Student Services.
4. The Director for Veterans Programs will continue to evaluate marketing and information delivery methods to assess efficacy of current approaches to information sharing. The Director for Veterans Programs intends to evaluate and prototype other event content or event formats for future activities in preparation for the Veterans Center.

Student Activities
1. Staff attended the North Carolina Community College System Office Conference. This conference provided an opportunity to network and identify best practices for the 22-23 academic year.
2. The Student Activities monthly newsletter is a collaboration of input from club advisors, Success Coaches, fine arts event and important dates related to the academic calendar. This monthly newsletter is circulated as an email dispersed to all faculty, staff, and students and is also available "on-demand" via the calendar found on the College's website.

3. The number of Service Learning participants increased by over 250%.

Disability Support Services
1. VERBIT services provided ADA screen reading capabilities to students with visual impairments.
2. LiveScribe Pens were purchased to assist students with information processing-related disorders as well as visually impaired students.
3. The Coordinator for Disability Support Services attended a webinar from the North Carolina Community College System Office. This webinar provided detailed information and templates for beginning the development of Technical Standards. The investigative period has concluded, and a new objective will focus on the development of Technical Standards in the allied health area of study.

Career Center
1. The College Central career platform was renewed as a method for employers to connect with students.
2. The Student Activities and Career Placement Advisor can produce a list of students served on-demand and will continue to conduct follow-up outreach with the students to identify successful job placement.
3. The Student Activities and Career Placement Advisor met with the Department Head and Instructor for Criminal Justice to develop a program to provide career guidance for students at the beginning of their Criminal Justice Technology program.

Military Off-Campus Sites
1. HyFlex equipment was used to expand the modalities for class offerings on Camp Lejeune and MCAS New River.
2. Military Off-Campus Sites staff experienced a high volume of turn-over during the desktop audit review period and will be focused on training and understanding College and DoD level policies and procedures.

Success Coaches
1. Staff attended the North Carolina Community College System Office Conference. This conference provided an opportunity to network and identify best practices for the 22-23 academic year.
2. Success Coaches leveraged Student Activities funding to provide engaging workshops and events for students. These events engaged with a record number of students, demonstrating an increase in the volume of on-campus engagement post COVID-19.
3. Appointments Plus was used as a platform 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. A process for pulling this data was done in collaboration with the Institutional Effectiveness and Student Success Office. The raw data may be available upon request.

E. **Program Objectives/Action for the Next 1 to 2 Years**

Admissions and Counseling Services
1. 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.
2. Plan for the re-location of the CCP liaisons staff due to the renovation of the first floor of the LRC.
3. Coordinate with the ACA 122 Student Success Facilitator and faculty advising steering committee to continue training and ensure advising materials remain up to date.
4. Investigate the requirements and develop an outline for the Memorandum of Understanding Coastal Carolina Community College must develop in partnership with Onslow County Schools based on state mandated requirements.

Registration and Records Management
1. In collaboration with Information Systems Support Services, implement the electronic transcript system from the National Student Clearinghouse.
2. Increase the number of students who graduate from certificates and diplomas under the parent program.
3. Implement the Self-Service Student program for Student information, Registration, Advising, and Faculty processes.
4. Investigate strategies to obtain additional information on early leavers.

5. Develop a reporting mechanism during the semester to identify faculty who have not submitted their census certification and/or attendance in Self-Service to improve the ICR compilation and submission process and ensure fewer audit-related concerns.

Financial Aid
1. Complete the Self-Service set-up in Colleague continues with a target date of November 2023.
2. Prepare and monitor guidance released related to FAFSA simplification.
3. Monitor Department of Education policies as it may relate to the 2022-2023 academic year.

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. 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. Evaluate and prototype other event content or event formats for future activities.
3. Investigate the decrease in Veteran's enrollment and trends that may provide insight into initiatives to serve the military-affiliated community in Onslow County.
4. Submit the Program Approval for the 2023-24 academic year to the State Approving Authority.
5. If audited, receive no or minor findings related to the processing of Veteran Entitlement Benefits.

Student Activities
1. Evaluate current student activities and identify if activities need to be removed during the academic year.
2. Evaluate budgetary considerations related to available student activity funds in comparison to funds available.

Disability Support Services
1. Develop a collaborative process for navigating students experiencing pregnancy as it related to Title IX and education.
2. Develop technical standards for allied health programs.
3. Participate in professional development related to the development of technical standards.
4. Enhance the communication through a case management process for working with students receiving accommodations.

Career Center
1. Identify strategies to more comprehensively market Career Center services.
2. Investigate the potentiality for a "Career Fair" on campus.

Military Off-Campus Sites
1. Identify appropriate technology and space to improve and expand upon HyFlex classes to increase student enrollment in Military Off-Campus Sites classes.
2. Renew the DoD MOU during the 2023-24 academic year.
3. Receive a "Military-Friendly" status.

Success Coaches
1. Increase awareness of Distance Learning/Technology Success Coach as an online and technology resource for students.
2. 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.
3. Plan for the re-location of the Success Coach staff due to the renovation of the first floor of the LRC.
4. Develop a case management process for Success Coaches to identify their cohorts (such as MMSI, Online, etc.) and monitor persistence and retention.

F. Program/Educational Outcomes Support Service Outcomes

Admissions and Counseling Services

2   1. Faculty Advising training will be offered at least once per semester.
64%   2. At least 60% of prospective first-time (new) students who applied in 2022-2023 will enroll.
4.19   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.
93.7% 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

93%   1. 90% of the records identified within the College's archiving plan will be processed.
98%   2. 90% of all courses that have prerequisites will be audited each semester.
98%   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.
4.20   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.
93.4% 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

100%   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.
N/A   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.
4.02   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.
97.5% 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

4.17   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. Veterans Affairs will offer three or more student activities to engage with students and provide an opportunity for collaboration in other areas of the College.
96.6% 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

26   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.
5.00   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

91.5%   1.   80% of students surveyed will indicate they value the services provided by the Career Center after completing ACA 111 or ACA 122.

99.0%   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 military affiliated students who are on de-registration lists will be contacted by Military Off-Campus Sites.

-7.47%   4.   Increase the number of courses students utilizing tuition assistance take by 5% for the 2021-2022 school year.

Success Coaches

14   1.   A minimum of five workshops and/or events will be sponsored by Success Coaches.

76   2.   A minimum of 30 classroom visits will be completed by Success Coaches.

69.95%   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.