

Academic and Technical Programs and Services

The team was impressed with the quality of the academic faculty and programs at CCCC. Currently, there are three Piper Professor award recipients. The quality of instruction is high. Faculty are concerned with the transferability of courses and they are aware of how their students perform. Students were excited and enthusiastic about the college and the quality of education they are receiving. The graduation and transfer rate of students in academic programs is high.

District data indicated that not all faculty members have appropriate credentials. The team noted that this was a concern expressed in the 1994 SACS report, which the college was to have addressed. After detailed review of the records, the team determined that faculty credentials were in fact appropriate for the courses taught, but have not been reported properly. The errors in the reporting of faculty credentials should be corrected on future CBM008 reports.

Recommendation 6: CCCC should review its reporting processes to determine effectiveness and accuracy of data in its student and personnel databases and develop a process for checking the validity and reliability of data submitted to the Coordinating Board, especially on the CBM008.

CCCC has a Coordinating Board-approved core curriculum and has incorporated the core into the A.A. and A.S. degree program requirements.

CCCC library facilities are excellent. The team was impressed with the availability of equipment, on-line databases, and connections to public libraries. The library maintains extensive hours of operation and is meeting the needs of students and the community. Community users have full access to library materials as well as circulation privileges. Upon faculty requests, the librarians provide "tours" of the library and orientations to students. However, there is not a classroom available in the library for orientations or library skills training. The team noted that computer labs, foreign language labs, and other activities seem to detract from the purpose of the library. The team suggests that CCCC review the number of activities housed in the library, review the space allocation, and consider providing dedicated classroom space for library orientations and skills training.

CCCC is commended for the articulation agreements and transfer guides for university baccalaureate program that have been developed for students. The transfer lab is impressive and should help students make informed decisions concerning transfer issues. The catalog clearly states the state's transfer dispute resolution policy and these policies are made available in the student handbook. The transfer credit guarantee and procedures for transferring credit to another college are noted in the catalog but they are not well indexed. The team suggests that these be listed under "Transfer" in addition to the listing under "Articulation." Also, it may be beneficial to include a listing for "Core Curriculum" in the index.

The team was concerned that district personnel did not have a clear understanding of the district's transfer goal. The goal is clearly stated in the strategic plan, but staff members appeared not to be aware of it. Since transfer is a major emphasis of the college, it seems appropriate that administrators and faculty would be aware of the stated goal. The team did not find any analyses or documentation of the transfer success of students. The only available