

Maine Community College System
Five Year Program Review

College: Central Maine Community College Program: General Studies
 CIP: 24.0102 Credential (s): Associate in Arts (AA)
 Review Team: Betsy Libby, Margaret Brewer, Roger Philippon, Ronald Bolstridge, Brianna Doyle, Jennifer Lyons, Christine Lee

Date: September 2020 Period of Review: AY1516 – AY1920

Program Overview:

1) **Program description** (from the most recent college catalog):

The Associate in Arts Degree in General Studies is designed for individuals who have yet to declare a major and are interested in exploring different programs, who are completing program prerequisites for another program, or who are interested in the flexibility to create a customized degree program for which no other major exists. A general education core of courses in the program offers students the opportunity to develop skills in Communication, the Humanities, the Social Sciences, Mathematics and Science. Twenty-seven additional credit hours selected from an advising pathway allows for the acquisition of further knowledge to enhance workplace skills, and/or to provide a broad spectrum of educational experiences to further develop academic, occupational, or personal aspirations. In addition, this program may prepare students who plan to transfer to a four-year college or university in pursuit of a bachelor’s degree. In order to ensure optimal transfer of credits to upper division programs, students should work collaboratively with their academic advisor and the Director of Placement and Transfer Services to plan a course of study that meets their goals. To facilitate the transfer of courses, students should identify, as soon as possible, the upper division program and institution in which they plan to enroll.

2) **Program Learning Outcomes: all program learning outcomes are expected to be assessed within the five-year cycle. Please attach an Assessment Data and Reflection Template for each program learning outcome. Explain how the department used the assessment results to improve teaching, learning, and the curriculum.**

List the program learning outcomes:	Method of assessment: list the courses and activities/assignments used to assess the learning outcomes
1. Communicate clearly and effectively employ written and oral skills. 2. Access, analyze, summarize and interpret a variety of reading materials. 3. Think critically and link concepts across a variety of disciplines. 4. Conceptualize society as being culturally diverse within a global community. 5. Evaluate personal values, interests and education/career goals.	All of the program learning outcomes for General Studies have been regularly assessed during the last three years. MAT 122 & MAT 135 - Embedded questioning, five question final exam addendum ENG 125 - Standardized grading, common rubric BIO 101 - Uniform lab assignment, still in process PSY 101 & SOC 101 - Embedded questioning, four discussion questions and four midterm/final questions. See attached assessment data and reflection template for more detail.

3) Credentials Awarded within the IPEDS year, i.e. July 1-June 30:

Credentials Awarded					
Credential	AY1516	AY1617	AY1718	AY1819	AY1920
AA	132	123	104	93	77

4) Program Graduates Employed:

Number of Completers with any Wage Data	264
% of Completers with any Wage Data	77%
# of Completers with First Year Earnings	108
Median First Year Earnings	\$30,761

5) Partnerships, collaborations, associations and memberships

a) Advisory Meeting Dates and Attendance (past 3 years)

The General Studies program does not have a program advisory board.

b) Program external accreditation, associations, and memberships (if applicable):

The four-year universities and the major that General Studies students most often transfer to are: 1) University of Maine Augusta for Liberal Studies, Mental Health & Human Services and Biology; University of Southern Maine for Social and Behavioral Sciences, Psychology and Health Sciences; and Southern New Hampshire University for Business Administration.

6) Other Indicators of student success, direct and/or indirect, which may include:

	AY1516	AY1617	AY1718	AY1819	AY1920
Licensure/certification pass rates (if applicable)	n/a	n/a	n/a	n/a	n/a
Program Advisory Committee Member Survey (on scale of 1-5 averaged):	n/a	n/a	n/a	n/a	n/a
Program Curriculum					
Technical currency of the program					
Preparation of program graduates for work in the field					
Communication from program administration/faculty					
Overall quality of the program					
Other (please specify):					

7) Student demographics:

Admissions					
	AY1516	AY1617	AY1718	AY1819	AY1920
Fall Applications	943	962	958	809	675
% chg in Fall Applicants from PY		2%	0%	-16%	-17%
Enrolled (Yield)	363	351	339	305	262
% chg in Enrolled from PY		-3%	-3%	-10%	-14%

Student Enrollment ¹					
	AY1516	AY1617	AY1718	AY1819	AY1920
Unduplicated Headcount Enrolled in Program	791	755	768	707	612
% chg in Headcount from PY		-5%	2%	-8%	-13%
Enrolled Credit Hours	7,974	7,618	7,583	7,001	5,937
% chg in Credit hours from PY		-4%	0%	-8%	-15%
FTE	532	508	506	467	396
% chg in FTE from PY		-4%	0%	-8%	-15%

¹ = students within the program in the fall of the academic year

Student Success					
Cohort Year	AY1516	AY1617	AY1718	AY1819	AY1920
Cohort Enrollment	483	472	484	448	414
Retained to the next semester	61%	58%	60%	52%	40%
Retained to the next year	39%	36%	34%	33%	
Graduation Rates					
100% of program time	9%	9%	7%	5%	
150% of program time	14%	13%	9%		
200% of program time	15%	15%			
Transfer Rate (non-graduates) ²	25%	21%	19%	10%	3%
Transfer Rate (graduates)	5%	7%	3%	1%	0%
Enrolled in Another Program ²	7%				
Graduated from Another Program ²	10%	8%	5%	2%	0%

². Determined at the maximum graduation point in this table, i.e. 200%

8) Strengths, challenges, and planned steps for continuous improvement: In your summary assessment you should reference sections of this review that informs the plan.

Program Strengths:

- A wide array of course offerings are available to include a variety of special topics courses to engage students with varied interests or to learn about current events. Special topics courses are not in the regular academic inventory, but rather offered once or twice to add diversity to course offerings. Some recent special topics courses that were offered are: Landscape Drawing; Video Game Narratives; Native Americans Social Exploration; Woman in Modern American History; Classical Mythology; Africa Since 1945; German I; and Works of JRR Tolkien.
- General Studies remains the highest enrolled program at CMCC due to its flexibility. As of the latest fall 2020 enrollment report, 28% (613) of CMCC's matriculated headcount is enrolled in General Studies. Students can tailor a degree to meet their needs if such a degree is not offered. Students can take courses while waiting to gain admission into a waitlisted program or a program that they have yet to meet prerequisites for. Or, students can enroll to take one course to meet employer needs.

- General Studies students have a high-level of access to advising support. The students are advised by the Learning and Advising Center (LAC) specialists who are professional, full-time advisors. The LAC specialists provide intrusive advising and serve as back up advisors to students in other programs at the College.
- A thorough degree audit review is used to identify students who have earned enough credits to graduate, but did not apply to do so. The automated graduation process is then used to graduate them.
- The General Studies degree transfers well to other institutions. This is supported by the MCCS and University of Maine block transfer agreement. Students can tailor their degree to meet their transfer needs by utilizing the program electives.
- The Math & Science Center and the Writing Center are available for academic assistance and tutoring. Tutoring is available online with synchronous and asynchronous options, and in times outside of COVID-19, all tutoring is available face-to-face in a group or individual setting. Additionally, the Centers provide a paid work opportunity for students who excel in these subject areas, further strengthening those students' connection to the College.
- Online and on-ground course delivery methods are available for all courses. This provides students with flexible options to attend school while balancing work, family and other commitments.
- Establishment of MCCS Math Pathways, led to the development of math assessment artifacts. The artifacts are embedded in all sections of MAT 122 and MAT 135.
- ENG 125 MCCS rubric is utilized across all sections and can be modified by 25% to meet the needs of each campus for assessment purposes. This allows for practical assessment of written assignments.

Challenges:

- Data gathered from assessments given in ENG 125, MAT 122, MAT 135, PSY 101 and SOC 101 has not been compiled and reviewed in an electronic format.
- It is difficult to track the transfer rate of students who start in General Studies and change their major while at CMCC then transfer to a school for the second major. These students are successes of the General Studies program, but are not being counted in that manner.
- First-year seminar, LER 100, is required for General Studies students who enroll at CMCC with less than 24 earned credits. LER 100 is most beneficial when taken during the first semester, but students can take it during any semester currently. Through the College's Achieving the Dream work, LER 100 was streamlined to become more academically robust and cohesive across sections.
- The Life Sciences Department initially did well getting started with assessment in BIO 101. They later received faculty pushback when they tried to embed a uniform lab across all sections for assessment. They now realize they need to move forward and reinstate a uniform lab.

- The Social Sciences Department embedded similar discussion questions in all sections of PSY 101 and SOC 101. These were difficult to assess due to the complexity of possible answers; the chair is currently working on a rubric to use in all sections.

Planned steps for continuous improvement:

- Require LER 100 in first semester of the General Studies program as to have the greatest impact.
- Establish a specific, bi-yearly process for reviewing gathered assessments in ENG 125, MAT 122, MAT 135, PSY 101 and SOC 101.
- Utilize Brightspace to collect and organize assessment data in an electronic format.
- Explore adding Music Appreciation and History (MUS 101), Listening to Jazz (MUS 111), and Creative Writing (ENG 211) as options for the creative arts requirement to meet MCCS policy 302.
- Explore the development of a data tracking system to identify students who start in General Studies but graduate from another program to show the true impact the General Studies program has on student success.

Five-year Assessment Plan for Student Learning Outcomes

General Studies

September, 2020

Name of Program or General Education Domain

Date

Learning goal:

Student learning outcomes:	Academic year during which assessment will occur	Source(s) and type of assessment artifact(s) that will be collected (e.g.: embedded questioning, capstone assignments, standardized testing, performance observation, portfolio reviews, etc.)	Method(s) to be used for assessing artifact(s)	Assessment Goal (targets/criteria) for direct measure	Assessment Outcome (<i>Number of Students Achieving an "acceptable" or better</i>)	Assessment Goal was:		
						Met	Not Met	Pending Review
1. Communicate clearly and effectively employ written and oral skills.	2020-21 Ongoing, semesterly	MAT 122: Embedded questioning MAT 135: Embedded questioning ENG 125: Standardized grading	MAT 122: Five question final exam addendum ENG 135: Three question final exam addendum ENG 125: Common Rubric	At least 70% of students will receive a designation of proficient or higher on the assessment.	Assessment tool was given across all sections. Need to apply a more realistic sample size. Not gathered in an electronic format yet.			✓ ✓ ✓
2. Access, analyze, summarize and interpret a variety of reading materials.	2020-21 Ongoing, semesterly	ENG 125: Standardized grading	Common Rubric	At least 70% of students will receive a designation of proficient or higher on the assessment.	Assessment tool was given across all sections. Not gathered in an electronic format yet.			✓

3. Think critically and link concepts across a variety of disciplines.	2020-21 Ongoing, semesterly	MAT 122: Embedded questioning MAT 135: Embedded questioning	MAT 122: Five question final exam addendum ENG 135: Three question final exam addendum	At least 70% of students will receive a designation of proficient or higher on the assessment.	Assessment tool was given across all sections. Need to apply a more realistic sample size. Not gathered in an electronic format yet.			✓ ✓
4. Conceptualize society as being culturally diverse within a global community.	2020-21 Ongoing, semesterly	ENG 125: Standardized grading PSY 101: Embedded questioning SOC 101: Embedded questioning	Common Rubric	At least 70% of students will receive a designation of proficient or higher on the assessment.	Assessment tool was given across all sections. Not gathered in an electronic format yet.			✓ ✓ ✓
5. Evaluate personal values, interests and education/career goals.	2020-21 Ongoing, semesterly	ENG 125: Standardized grading PSY 101: Embedded questioning SOC 101: Embedded questioning	Common Rubric	At least 70% of students will receive a designation of proficient or higher on the assessment.	Assessment tool was given across all sections. Not gathered in an electronic format yet.			✓ ✓ ✓

Most significant assessment findings? (Pedagogical, instructional, curricular changes). Please report on actions taken and on ongoing assessment plans.

All of the Student Learning Outcomes for General Studies have been regularly assessed during the last three years. Common rubrics and/or embedded questioning were utilized in MAT 122, MAT 135, ENG 125, PSY 101, and SOC 101. These artifacts have been embedded in all course sections for at least three years. It was discovered that further action is needed to combine and disseminate the data in a useful electronic form. Assessment outcome information will need to be reported and assessed to determine if it is meeting goals.