

Maine Community College System
Five Year Program Review

College: Central Maine Community College
CIP: 24.0102

Program: General Studies
Credentials: Associate in Arts (AA)

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Date: September 2024

Period of Review: AY 2018/2019-2022/2023

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, 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.

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. Understand, predict, and effectively address the behavior of individuals and groups. 2. Apply Social Sciences concepts to real-world situations. 3. Develop strategies for communication effectiveness and demonstrate the strategies in oral and written contexts. 4. Understand how diverse cultural backgrounds impact workplace and communities. 5. Conduct applied research.	

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

Credentials Awarded					
Credential	AY1920	AY2021	AY2122	AY2223	AY2324
AA	77	64	49	37	41

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

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

	AY1920	AY2021	AY2122	AY2223	AY2324
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):	--	--	--	--	--
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					
	AY1920	AY2021	AY2122	AY2223	AY2324
Fall Applications	675	938	660	908	1001
% chg in Fall Applicants from PY	--	39%	-30%	38%	10%
Enrolled (Yield)	262	222	181	271	318
% chg in Enrolled from PY	--	-15%	-18%	50%	17%

Student Enrollment ¹					
	AY1920	AY2021	AY2122	AY2223	AY2324
Unduplicated Headcount Enrolled in Program	612	558	452	512	637
% chg in Headcount from PY	--	-9%	-19%	13%	24%
Enrolled Credit Hours	5,937	4,894	3,973	5,240	6,468
% chg in Credit hours from PY		-18%	-19%	32%	23%
FTE	396	326	265	349	431
% chg in FTE from PY	--	-18%	-19%	32%	23%

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

Student Success					
Cohort Year	AY1920	AY2021	AY2122	AY2223	AY2324
Cohort Enrollment	404	349	298	428	513
Retained to the next semester	53%	50%	58%	52%	41%
Retained to the next year	32%	26%	30%	32%	0%

100% of program time	8%	4%	6%	4%	
150% of program time	11%	7%	7%		
200% of program time	13%	7%			
Transfer Rate (non-graduates) ²	24%	24%			
Transfer Rate (graduates)	6%	2%			
Enrolled in Another Program ²	4%	0%			
Graduated from Another Program ²	7%	9%			

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:

- The customizable curriculum allows students to shape the program to fit their interests, career goals, or future studies by selecting courses from various disciplines for a personalized education.
- The program is ideal for transfer students, as flexible General Studies programs often accept transfer credits from other institutions, allowing students to continue their education without starting from scratch.
- There are strong articulation agreements in place with several four-year institutions including the University of Maine System, University of New England and Maine College of Health Professions.
- General Studies students are advised by full-time professional advisors. This year-round academic support ensures that students receive personalized guidance, helping them make informed decisions, stay on track with their goals, and optimize their educational experience.
- All courses offer online and on-ground delivery methods, providing students with flexible options to attend school while balancing work, family, and other commitments.

Challenges:

- Approximately half of the students currently enrolled in the General Studies program intend to pursue Nursing. General Studies has become a holding area for pre-nursing students who are working on nursing program prerequisite courses or retaking courses. These challenges will be addressed in the continuous improvement section.
- The ratio of General Studies students to advisors is relatively high; however, the College has a dedicated team of full-time professional advisors who collaborate with TRIO Student Support Services advisors to address the specific needs of this population.

Planned steps for continuous improvement:

- The College developed a Health Science certificate program to provide pre-nursing and allied health students with a clear academic pathway and support. The new program is currently going through the College's governance process and hopefully to the Board of Trustees later this fall.
- Develop a Program Advisory board for General Studies to assist with program planning and feedback.

Five-year Assessment Plan for Student Learning Outcomes

General Studies

September 2024

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
Communicate clearly and effectively and employ written and oral skills	1	Discussion Boards, case studies, and written assignments.	Evaluation of assignments, exams, and projects follows standardized rubrics.	75% of students will earn a C or higher in the program's core courses.	100% of students earned a C or better in the identified courses.	X		
Access, analyze, summarize, and interpret a variety of reading materials	1	Assignments, exams, and capstone or fieldwork experience.	Evaluation of assignments, exams, and projects follows standardized rubrics.	75% of students will earn a C or higher in the program's core courses.	100% of students earned a C or better in the identified courses.	X		
Think critically and link concepts across a variety of disciplines	1	Capstone and research papers.	Evaluation of assignments, exams, and projects follows	75% of students will earn a C or higher in the program's core courses.	100% of students earned a C or better in the	X		

			standardized rubrics.		identified courses.			
Conceptualize society as being culturally diverse within a global community	1	Research projects, assignments, and cumulative projects.	Evaluation of assignments, exams, and projects follows standardized rubrics.	75% of students will earn a C or higher in the program's core courses.	100% of students earned a C or better in the identified courses.	X		
Evaluate personal values, interests, and education/career goals	2	Discussion posts, class conversations, case studies, and literature review projects.	Evaluation of assignments, exams, and projects follows standardized rubrics.	75% of students will earn a C or higher in the program's core courses.	100% of students earned a C or better in the identified courses.	X		
Most significant assessment findings? (Pedagogical, instructional, curricular changes). Please report on actions taken and on ongoing assessment plans.								