

Number of Completers with any Wage Data	n/a
% of Completers with any Wage Data	n/a
# of Completers with First Year Earnings	n/a
Median First Year Earnings	n/a

5) Partnerships, collaborations, associations and memberships

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

There has not been an advisory committee meeting scheduled for psychology. There is a pending date scheduled for October 2024.

b) 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	n/a	n/a	n/a	n/a	122
% chg in Fall Applicants from PY	--	--	--	--	--
Enrolled (Yield)	--	--	--	--	41
% chg in Enrolled from PY	--	--	--	--	--

Student Enrollment ¹					
	AY1920	AY2021	AY2122	AY2223	AY2324
Unduplicated Headcount Enrolled in Program	n/a	n/a	n/a	n/a	61
% chg in Headcount from PY	--	--	--	--	--
Enrolled Credit Hours	--	--	--	--	1586
% chg in Credit hours from PY	--	--	--	--	--
FTE	--	--	--	--	106
% chg in FTE from PY	--	--	--	--	--

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

Student Success					
Cohort Year	AY1920	AY2021	AY2122	AY2223	AY2324
Cohort Enrollment	n/a	n/a	n/a	n/a	91
Retained to the next semester	--	--	--	--	84%
Retained to the next year	--	--	--	--	--
100% of program time	--	--	--	--	0%
150% of program time	--	--	--	--	0%
200% of program time	--	--	--	--	0%
Transfer Rate (non-graduates) ²	--	--	--	--	0%
Transfer Rate (graduates)	--	--	--	--	0%
Enrolled in Another Program ²	--	--	--	--	--
Graduated from Another Program 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:

- The psychology (PSY) program started in the fall of 2023 and has been a popular option for students from the start.
- The PSY program is housed within the Public Service and Social Sciences department so students can take courses and interact with faculty across the department's disciplines. This allows students to tailor their learning experiences to multiple industries where a PSY degree would be beneficial, including crisis work, social work, behavioral health care, public policy, criminal justice, etc.
- The Public Service and Social Sciences Department offers a rich pool of full-time and adjunct instructors spanning many industries, including the criminal justice system, social work, behavioral health care, and other social services. Students have opportunities to learn from and network with these professionals and explore a variety of career fields.
- Despite being a newer program for CMCC, the PSY program has 125 students enrolled for the Fall 2024 semester.
- The program has strong articulation agreements with the University of Maine System and more program-to-program agreements with other colleges in development.
- The Public Service Simulation Center provides sufficient infrastructure for the future growth of hands-on learning modules.
- The program can be completed 100% on-campus, 100% online or hybrid.
- The Public Service Advisory Board consists of law enforcement officials, a Maine's Department of Health and Human Services representative, and a director with the National Alliance on Mental Illness (NAMI) to guide all programs in the department.
- A Public Service career fair is held each April to expose students to a wide range of local and state agencies they can consider for internships and future employment.

Challenges:

- The PSY program enjoys healthy enrollment but has one behavioral health industry expert as a full-time faculty member to advise students. The PSY program enrollment will likely continue to increase, directly impacting the advising load per full-time instructor.

- Due to the nature and wide array of social service and behavioral health occupations, each student has unique career counseling and well-planned course selection. A lot of time is needed to advise each student to ensure correct choices are being made.

Planned steps for continuous improvement:

- There are opportunities to expand community partnerships with local and state agencies to provide sites for internships and field trips.
- The faculty plans to incorporate more hands-on modules for the PSY program, including de-escalation tactics, interviewing techniques, home visits, community engagement, etc.
- The faculty plans to host PSY-related events to build culture and a sense of cohort throughout the student body.
- The faculty is in the planning stages for a proposed advanced certificate that would build upon the PSY and Social Sciences degrees. This certificate would incorporate skills-based content and combine coursework in social work, crisis services, criminal justice, etc.
- Continuing the development of articulation agreements with other four-year institutions.
- Consider another full-time instructor to meet enrollment demand.

Five-year Assessment Plan for Student Learning Outcomes

Psychology

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
Describe major concepts, principles and themes that explain human thought and behavior	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		
Utilize behavioral science reasoning to understand, predict and effectively address the behavior of individuals and groups	2	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		
Apply foundational theory and conceptual frameworks to social	2	Capstone and research papers.	Evaluation of assignments, exams, and projects follows	75% of students will earn a C or higher in	100% of students earned a C or better in the	X		

issues through analysis and research			standardized rubrics.	the program's core courses.	identified courses.			
Develop strategies for effective communication in professional settings	2	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		
Understand the complexity of socio-cultural diversity and social inequality in the inquiry and analysis of psychological issues	1	Discussion posts, class conversations, case studies, 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.								