

**Wayne Community College
Program Review – 2021-2022**

Name of Program: Associate in General Education

Section 1: Program Overview

Mission/Purpose: *As part of the review cycle, programs are asked to formally evaluate their mission/purpose statement.*

Please provide your current mission/purpose statement.

The mission of the Associate in General Education Program is to offer a variety of academic courses that will provide a basis for future advancement in a chosen profession or transfer to a four-year institution.

Provide narrative for the analysis of the mission/purpose statement. *(Are you planning to revise your mission/purpose statement? If so, please provide your revised mission/purpose statement and reason for the change.)*

No changes.

Describe how the program's mission aligns with the College's vision, mission, core values, and strategic goals. Identify which Institutional Goal(s) best align with your program and explain why.

- Goal 1: Increase Student Access**
- Goal 2: Ensure Program Excellence**
- Goal 3: Improve Student Success**
- Goal 4: Ensure Institutional Quality**

Goals 1 and 3 align well with the Associate in General Education Program , as the purpose of the program is to prepare students to be admitted to limited admission programs on campus or elsewhere. This degree program houses students who have not yet met the pre-requisites for other programs, thus increasing access and—ultimately—success as they prepare for their degree program of choice.

Associates, Diplomas, Certificates, and Pathways Offered: Please list all associates, diplomas, certificates, and pathways offered in the table below.

Program Type (Associate, Diploma, Certificate, or Pathway)	Program Title
Associate	Associate in General Education

Activities to ensure program is current (2019-20; 2020-21; 2021-22 – Academic Year, Fall, Spring, Summer)

List program curriculum changes, revisions, and/or deletions.

AGE Curriculum Changes	Date – Updated / Revised / Deleted
MAT 280 – Linear Algebra	Fall 2019 – New Course
EDU 216 –Foundations of Education	Fall 2019 –New Course
MUS 110 –Music Appreciation	Fall 2019 –Updated
ART 111 –Art Appreciation	Fall 2019 –Updated
BIO 155 –Nutrition	Fall 2019 –New Course
ENG 011 – Writing and Inquiry Support	Spring 2020 – New Course
MAT 052 – Statistical Methods I Support	Spring 2020 – New Course
MAT 171 – Precalculus Algebra Support	Spring 2020 – New Course
HUM 120 – Cultural Studies	Fall 2020 – New Course
ECO 251 – Microeconomics	Fall 2020 - Updated
ECO 252 – Macroeconomics	Fall 2020 - Updated
PED 113 – Aerobics	Fall 2020 – Deleted
PED 119 – Circuit Training	Fall 2020 – Deleted
PED 121 – Walk, Jog, Run	Fall 2020 – Deleted
PED 139 – Bowling – Beginning	Fall 2020 – Deleted
PED 148 – Softball	Fall 2020 – Deleted
PED 149 – Flag Football	Fall 2020 – Deleted
PED 152 – Swimming – Beginning	Fall 2020 – Deleted
DRA 126 – Story Telling	Fall 2020 – Deleted
HIS 162 – Women and History	Fall 2020 – Deleted
HIS 226 – The Civil War	Fall 2020 – Deleted
HIS 228 – History of the South	Fall 2020 – Deleted
HIS 236 – North Carolina History	Fall 2020 – Deleted
HUM 121 – The Nature of America	Fall 2020 – Deleted
HUM 122 – Southern Culture	Fall 2020 – Deleted
HUM 130 – Myth in Human Culture	Fall 2020 – Deleted
HUM 211 – Humanities I	Fall 2020 – Deleted
REL 221 – Religion in America	Fall 2020 - Deleted
DRA 111 - Theatre Appreciation	Fall 2020 – Updated
HUM 110 – Technology & Society	Fall 2020 – Updated
HUM 115 – Critical Thinking	Fall 2020 – Updated
ENG 111 – Writing & Inquiry	Fall 2020 – Updated
MAT 143 – Quantitative Literacy	Fall 2020 – Updated
MAT 152 – Statistics	Fall 2020 – Updated
MAT 171 – Precalculus Algebra	Fall 2020 – Updated
COM 120 – Intro to Interpersonal Communication	Fall 2020 – Updated
CHI 111 – Elementary Chinese I	Fall 2020 – Deleted

CHI 112 – Elementary Chinese II	Fall 2020 – Deleted
CHI 181 – Chinese Lab I	Fall 2020 – Deleted
CHI 182 –Chinese Lab II	Fall 2020 – Deleted
SOC 240 –Social Psychology	Fall 2020 - Updated
EDU 144 –Child Development	Fall 2020 – Updated
EDU 145 –Child Development II	Fall 2020 – Updated
EDU 131 –Child, Family, & Community	Fall 2020 – Updated
CIS 110 – Introduction to Computers	Fall 2020 - Updated
EDU 221 – Children with Exceptionalities	Fall 2020 – Updated
CJC 212 – Ethics & Comm Relations	Fall 2021 – Add New Existing Course
CSC 251 – Advanced JAVA Programming	Fall 2021 – Add New Existing Course
CSC 249 – Data Structure & Algorithms	Fall 2021 – Add New Course
ACA 122 – College Transfer Success	Fall 2021 – Revised per NCCCS Memo (7/6/2020)
MAT 143 – Quantitative Literacy	Fall 2022 – Updated
MAT 152 – Statistics	Fall 2022 – Updated
MAT 171 – Precalculus Algebra	Fall 2022 – Updated
SPA 281 – Spanish Lab 3	Fall 2022 – Updated
SPA 282 – Spanish Lab 4	Fall 2022 – Updated

Provide an overview of the significance of the program changes and improvements that occurred over the past three years. *(What were the program's / discipline's goals and rationale for expanding and improving student learning, including new courses, program degrees, certificates, diplomas, and/or delivery methods?)*

- As of Fall 2020, the following courses were deleted from the college catalogue due to low enrollment: Chi 111, Chi 122, Chi 181, and Chi 182. In the fall of 2020, the NC Community College System added Com 120 to the list of UGETC courses as part of the Comprehensive Agreement. The change made here at WCC regarding this class reflects this change.
- The ACA 122 course was revised per a system office memo. Only one word needed to be changed in the course description, leading to negligible differences from the previous program review cycle.
- The department of Hum/SS/Fa had several classes deleted as noted in the chart above. Due to the 2014 CAA, fewer elective classes are needed by transfer students. None of these courses had been taught within the last three-year period.
- Local pre-requisites were eliminated for ART 111 and MUS 110. This allowed CCP students (and specifically WEMCHS students) an opportunity to earn 6 hours of UGETC credit and build a college GPS to a minimum of 2.8, eliminating the need (except on a limited basis for those who are unsuccessful) to take the new National Repository of Online Courses (NROC) test to place into ENG 111 and/or other courses with prerequisites. Briefly, this change allowed more CCP students to take college level classes ahead of the NCCC System's Reinforced Instruction for Student Excellence (RISE) initiative implementation.
- Due to the RISE initiative, pre-requisites for HUM/SS/FA and MAT courses were revised or eliminated for the majority of the department's courses. Revised pre-requisites reflect the new ENG and MSAT co-requisite course titles (e.g., ENG 011, ENG 002, MAT 043).
- Due to the retirement of a full-time HEA/PED Instructor, the HUM/SSA/FA department was able to hire a full-time philosophy instructor, something suggested in the last program review cycle. This was needed as previously the department had no dedicated Humanities or Philosophy instructor but instead relied solely on adjuncts to teach those classes (the latter of which are Universal General Equivalency Transfer Credit courses that have seen spikes in enrollment since the 2014 CAA).

- BIO 155 was added as a Pre-Major/Elective for students, particularly those who plan to complete a BSN.
- Several EDU courses were added to assist transfer students interested in pursuing education programs.

Advisory Committee: dates, summary of minutes, activities (2019-20; 2020-21; 2021-22 – Academic Year – Fall, Spring, Summer)

Summary of Advisory Committee Activities

(Ensure that Advisory Committee Meeting Minutes are filed in the IE Shared Program Folder.)

Year	Meeting Dates	Recommendations / Activities
2019-2020	11/25/2019; 3/20/2020	In the fall, we met with the high school counselors of Wayne County's public/private high schools. Gave an update on the college transfer performance measures, introduced the three new achievement coaches, discussed the RISE initiative, addressed concerns regarding transcript delivery. In the spring, we participated in the virtual College Transfer Professional Association meeting. UNC System transfer updates were provided, Transfer Advisory Committee updates were shared, the role of NC's Comprehensive Articulation Agreement in transfer efficiency, and RAISEME micro-scholarships
2020-2021	12/08/2020	The new AATP and ASTP programs were introduced for students interested in teacher preparation. The National University partnership was introduced by K. Denny. The S-Stem grant with ECU for AE majors was reviewed by L. Buddin. ECU partnership Teach was reviewed. Six CT pathways for CCP and 52 for CTE were reviewed by L. Waller. T. Bishop explained the coaching imitative funded by Title III grant. A. Daly discussed the global/worldview program at WCC and UNC-CH.
2021-2022	11/29/2021	We highlighted the many opportunities WCC offered high school students and graduates. E. Byrd discussed the bison Benefit scholarship. Lynn Mooring reviewed the ECU Partnership Teach. Laura Buddin and VP Brandon Jenkins used the WCC website to explain partnerships with ECU (Pirate Promise), FSY (\$10K pathway), NC Wesleyan (Wesleyan works), NCSU (C3 military connect), UMO (Trojan alliance), WGU and UNC Pembroke (Brave step). Lorie Waller answered questions about CCP/CTE.

Provide narrative for analysis of trends in the field or industry (emerging needs) that contribute to maintaining program relevance. *(Based on advisory committee suggestions, environmental scans, industry demands, and other sources external to the program/discipline, how well is the program/discipline responding to the current and emerging needs of the industry and/or community? What resources might your program need?)*

The college's associates degree programs in Arts, Science, and Teacher Preparation are well poised to maintain program relevance.

As noted previously, three of the seven North Carolina Community College System performance measures (i.e., curriculum math, curriculum English, and college transfer student success) are primarily attached to the Arts & Sciences Division, and Wayne Community College is regularly ranked in the top 25% of North Carolina Community Colleges which are assessed on these performance measures.

Another of the state's performance measures is College Transfer Performance. This performance measure looks at the percentage of community college Associate Degree completers (or those who have completed 30 or more articulated transfer credits) who subsequently transfer to a four-year university or college during the fall semester graduate prior to or remain enrolled at any four-year college or university the subsequent fall semester. Wayne Community College consistently performs well in this category as well and continues to partner with public, private, and independent universities to provide more transfer support and options for our students. While a number of dual enrollment agreements have been signed over the last few years, there may be opportunities to look into more bilateral transfer agreements for specific programs.

The recent addition of the Associate in Arts/Science in Teacher Preparation degree programs will be helpful in as much as they provide an additional avenue for aspiring K-12 instructors, a field which is sorely understaffed at present.

Section 2: Program Outcomes**Outcome #1: Enrollment (unduplicated)**

Baseline: 8 # (Average of total enrollment for the last three years – 2018-19; 2019-20; 2020-21)
Standard: 7 #
Target: 6 #

Note: The enrollment number targets indicated here are decreasing as the intent is to phase out—or at least limit the number of students enrolled in—this program as the Associate in General Education is not a marketable degree on its own and as students interested in pre-health science programs (e.g., nursing, dental) can and should enroll in Associate in Arts or other degrees that encourage more focused course taking patterns.

Program Enrollment

Program Enrollment (unduplicated)	
Academic Year (Fall, Spring, Summer)	Enrollment
2018-2019	13
2019-2020	6
2020-2021	4

Enrollment by Ethnicity, Gender, and Age

Ethnicity & Gender	2018-2019		2019-2020		2020-2021	
	N	%	N	%	N	%
African American, Female	3	23.1%	3	50.0%	2	50.0%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	0	0.0%	0	0.0%	0	0.0%
Caucasian, Female	7	53.8%	2	33.3%	2	50.0%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Female	0	0.0%	0	0.0%	0	0.0%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	10	76.9%	5	83.3%	4	100.0%
African American, Male	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	0	0.0%	0	0.0%	0	0.0%
Caucasian, Male	3	23.1%	1	16.7%	0	0.0%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Male	0	0.0%	0	0.0%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	3	23.1%	1	16.7%	0	0.0%
Total	13	100.0%	6	100.0%	4	100.0%

Ethnicity & Age Range	2018-2019		2019-2020		2020-2021	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Asian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Caucasian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Unknown, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Under the age of 18 Total	0	0.0%	0	0.0%	0	0.0%
African American, 18-24	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	0	0.0%	0	0.0%
Caucasian, 18-24	2	15.4%	1	16.7%	1	25.0%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 18-24	0	0.0%	0	0.0%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	2	15.4%	1	16.7%	1	25.0%
African American, 25-44	2	15.4%	0	0.0%	1	25.0%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	0	0.0%	0	0.0%
Caucasian, 25-44	6	46.2%	0	0.0%	1	25.0%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 25-44	0	0.0%	0	0.0%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	8	61.5%	0	0.0%	2	50.0%
African American, 45-64	0	0.0%	2	33.3%	0	0.0%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	2	15.4%	2	33.3%	0	0.0%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	2	15.4%	4	66.7%	0	0.0%
African American, 65+	1	7.7%	1	16.7%	1	25.0%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
65+ Total	1	7.7%	1	16.7%	1	25.0%
Total	13	100.0%	6	100.0%	4	100.0%

Provide narrative for analysis of program enrollment. (*Is enrollment increasing or decreasing? What are possible reasons for increase/decrease? Describe any action plans to improve or increase program enrollment.*)

The enrollment number targets indicated above are decreasing as the intent is to phase out—or at least limit the number of students enrolled in—this program as the Associate in General Education is not a marketable degree on its own and as students interested in pre-health science programs (e.g., nursing, dental) can and should enroll in Associate in Arts or other degrees that encourage more focused course taking patterns.

Relatedly, enrollment in the Associate in General Education program has been decreasing over the last few academic years. This is the result of strong advising and a commitment to getting students into the degree programs that fit them best. It is also the result of having an Associate in General Education degree with a specific nursing focus (AGE-N), which results in fewer students who are interested in working in the medical field enrolling in the Associate in General Education program.

Identify Enrollment Action Items

Item	Action Items (<i>What actions can be taken to increase enrollment in your program?</i>)	Assessment of Action Items (<i>How will you assess the results of action items?</i>)
1	We should continue to facilitate <i>decreased</i> enrollment in this program. This might be done by reminding faculty, advisors, and other staff who work with students to avoid putting students in the program and by advertising other more specialized degree programs.	Monitor AGE program enrollment, retention, and completion.

Outcome #2: Retention**Baseline:** 57.8 % (Average of last three years – 2018-19; 2019-20; 2020-21; program retention)**Standard:** 56.8 %**Target:** 55.8 %

Note: We should continue to facilitate decreased retention numbers in this program as labor market outcomes are better for students who graduate from more specialized academic programs. The retention rates should be low as the goal of the program is not for students to finish, but, rather, to provide a method for students to meet their intended program's pre-requisites.

Year	Program Retention Rate
2018-2019	66.7%
2019-2020	40.0%
2020-2021	66.7%

Retention by Ethnicity, Gender, and Age

Ethnicity & Gender	2019		Fall 2019 to Fall 2020		Fall 2020 to Fall 2021	
	N	%	N	%	N	%
African American, Female	1	25.0%	0	0.0%	1	50.0%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	0	0.0%	0	0.0%	0	0.0%
Caucasian, Female	2	50.0%	1	50.0%	1	50.0%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Female	0	0.0%	0	0.0%	0	0.0%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	3	75.0%	1	50.0%	2	100.0%
African American, Male	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	0	0.0%	0	0.0%	0	0.0%
Caucasian, Male	1	25.0%	1	50.0%	0	0.0%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Male	0	0.0%	0	0.0%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	1	25.0%	1	50.0%	0	0.0%
Total	4	100.0%	2	100.0%	2	100.0%

Ethnicity & Age Range	2019		Fall 2019 to Fall 2020		Fall 2020 to Fall 2021	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Asian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Caucasian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Unknown, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Under the age of 18 Total	0	0.0%	0	0.0%	0	0.0%
African American, 18-24	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	0	0.0%	0	0.0%
Caucasian, 18-24	1	25.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 18-24	0	0.0%	0	0.0%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	1	25.0%	0	0.0%	0	0.0%
African American, 25-44	0	0.0%	0	0.0%	1	50.0%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	0	0.0%	0	0.0%
Caucasian, 25-44	1	25.0%	2	100.0%	1	50.0%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 25-44	0	0.0%	0	0.0%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	1	25.0%	2	100.0%	2	100.0%
African American, 45-64	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	1	25.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	1	25.0%	0	0.0%	0	0.0%
African American, 65+	1	25.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
65+ Total	1	25.0%	0	0.0%	0	0.0%
Total	4	100.0%	2	100.0%	2	100.0%

Provide narrative for analysis of program retention data. *(Based on the data, provide a narrative of your analysis of retention. Indicate factors that may have affected your retention. State any changes you plan to make to improve retention.)*

Retention in the Associate in General Education program is low, at a 3-year average of just under 60%. That said, it is possible that students in the program changed degree programs rather than stopped out, so the low retention rate is perhaps not as concerning as it would be in other programs. After all, historically, the Associates in General Education program was designed for students to transfer into limited admissions programs (e.g., dental hygiene, nursing) within the college. Therefore, the retention rates should be low as the goal of the program is not for students to finish, but, rather, to provide a method for students to meet their intended program's pre-requisites.

Identify Retention Action Items

Item	Action Items <i>(What actions can be taken to increase program retention?)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	We should continue to facilitate <i>decreased</i> retention numbers in this program as labor market outcomes are better for students who graduate from more specialized academic programs. This might be done by reminding faculty, advisors, and other staff who work with students to encourage students to declare a different major and by advertising other more specialized degree programs.	Monitor AGE program enrollment, retention, and completion.

Outcome #3: Completers (unduplicated) (Degree level, highest level of attainment)**Baseline:** 2 # (Average of total completers for the last three years – 2019-20; 2020-21; 2021-22)**Standard:** 1 #**Target:** 0 #

Note: The completion number targets indicated here are decreasing as the intent is to phase out—or at least limit the number of students enrolled in—this program as the Associate in General Education is not a marketable degree on its own and as students interested in pre-health science programs (e.g., nursing, dental) can and should enroll in Associate in Arts or other degrees that encourage more focused course taking patterns.

Further, with only 4 students enrolled in the program in the most recent academic year (2020-2021) it will be unlikely that the number of graduates can increase.

Number of Completers (unduplicated) – Graduation Year – Summer, Fall, Spring	
Graduation Year	Total Completers
2019-2020	2
2020-2021	3
2021-2022	1

Completers by Ethnicity, Gender, and Age

Ethnicity & Gender	2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%
African American, Female	0	0.0%	2	66.7%	0	0.0%
American Indian/Alaskan Native, Female	0	0.0%	0	0.0%	0	0.0%
Asian, Female	0	0.0%	0	0.0%	0	0.0%
Caucasian, Female	1	50.0%	1	33.3%	1	100.0%
Hawaiian/Other Pacific Islander, Female	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Female	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Female	0	0.0%	0	0.0%	0	0.0%
Unknown, Female	0	0.0%	0	0.0%	0	0.0%
Female Total	1	50.0%	3	100.0%	1	100.0%
African American, Male	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Male	0	0.0%	0	0.0%	0	0.0%
Asian, Male	0	0.0%	0	0.0%	0	0.0%
Caucasian, Male	1	50.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Male	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Male	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Male	0	0.0%	0	0.0%	0	0.0%
Unknown, Male	0	0.0%	0	0.0%	0	0.0%
Male Total	1	50.0%	0	0.0%	0	0.0%
Total	2	100.0%	3	100.0%	1	100.0%

Ethnicity & Age Range Table	2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%
African American, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Asian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Caucasian, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Two or More Races, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Unknown, Under the age of 18	0	0.0%	0	0.0%	0	0.0%
Under the age of 18 Total	0	0.0%	0	0.0%	0	0.0%
African American, 18-24	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 18-24	0	0.0%	0	0.0%	0	0.0%
Asian, 18-24	0	0.0%	0	0.0%	0	0.0%
Caucasian, 18-24	0	0.0%	1	33.3%	0	0.0%
Hawaiian/Other Pacific Islander, 18-24	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 18-24	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 18-24	0	0.0%	0	0.0%	0	0.0%
Unknown, 18-24	0	0.0%	0	0.0%	0	0.0%
18-24 Total	0	0.0%	1	33.3%	0	0.0%
African American, 25-44	0	0.0%	1	33.3%	0	0.0%
American Indian/Alaskan Native, 25-44	0	0.0%	0	0.0%	0	0.0%
Asian, 25-44	0	0.0%	0	0.0%	0	0.0%
Caucasian, 25-44	2	100.0%	1	33.3%	1	100.0%
Hawaiian/Other Pacific Islander, 25-44	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 25-44	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 25-44	0	0.0%	0	0.0%	0	0.0%
Unknown, 25-44	0	0.0%	0	0.0%	0	0.0%
25-44 Total	2	100.0%	2	66.7%	1	100.0%
African American, 45-64	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 45-64	0	0.0%	0	0.0%	0	0.0%
Asian, 45-64	0	0.0%	0	0.0%	0	0.0%
Caucasian, 45-64	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 45-64	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 45-64	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 45-64	0	0.0%	0	0.0%	0	0.0%
Unknown, 45-64	0	0.0%	0	0.0%	0	0.0%
45-64 Total	0	0.0%	0	0.0%	0	0.0%
African American, 65+	0	0.0%	0	0.0%	0	0.0%
American Indian/Alaskan Native, 65+	0	0.0%	0	0.0%	0	0.0%
Asian, 65+	0	0.0%	0	0.0%	0	0.0%
Caucasian, 65+	0	0.0%	0	0.0%	0	0.0%
Hawaiian/Other Pacific Islander, 65+	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino, 65+	0	0.0%	0	0.0%	0	0.0%
Two or More Races, 65+	0	0.0%	0	0.0%	0	0.0%
Unknown, 65+	0	0.0%	0	0.0%	0	0.0%
65+ Total	0	0.0%	0	0.0%	0	0.0%
Total	2	100.0%	3	100.0%	1	100.0%

Provide narrative for analysis of completers. *(Based on the data, provide a narrative of your analysis of completions. Indicate factors that may have affected your completions. How might you increase the number of completers in your program?)*

The number of completers for the Associates in General Education degree program is low. The reason for this is twofold: (1) There are few enrolled in the program as a whole and (2) many students enrolled in the program transfer into a different program before finishing (as is intended). Because the intent is to phase out—or at least limit the number of students enrolled in the AGE program, there were only 4 students enrolled in the program in the last reported academic year (2020-2021). As a result, the number of completers will continue to be low--or nonexistent--as students will hopefully be transferring into other, more specialized degree programs.

Identify Completer Action Items

Item	Action Items <i>(What actions can be taken to increase student completion in your program?)</i>	Assessment of Action Items <i>(How will you assess the results of action items?)</i>
1	We should continue to facilitate <i>decreased</i> completion numbers in this program as labor market outcomes are better for students who graduate from more specialized academic programs. This might be done by reminding faculty, advisors, and other staff who work with students to encourage students to declare a different major and by advertising other more specialized degree programs.	Monitor AGE program enrollment, retention, and completion.

Section 3: Other Assessments

Do you use other methods of assessment to evaluate the effectiveness of your program, to include surveys, self-assessments, student licensure/certification, or third-party credentials?. If so, please explain how information collected from the(se) assessments can be used to improve the program.)

Assessment for the AGE program comes when students are moved to a degree completion program.

Students in this degree plan may also participate in Program Learning Objective (PLO) and Institutional Learning Outcome (ILO) assignments which are conducted on a rotating three-year plan. The data from those assessments is used to determine areas of strengths, weaknesses, and opportunities for each program and the college.

Planning Objectives (2019-20; 2020-21; 2021-22 – Fiscal Year, July 1-June 30)

Provide a summary of planning objectives submitted for the last three years, including the use of results of the planning objectives in the table provided.

Summary of Planning Objectives

Planning Year (Fiscal Year – July 1-June 30)		
2019-20	Worx TA Psychological Physiology Teaching Kit	2019-20 Status Report: Submitted for purchase by Purchasing Director. Awaiting receipt. Unable to assess objective due to COVID campus shut-down, stay-at-home orders. Carry forward to the 2020-21 Plan to report assessment. 2021-22 Use of Results / Assessment: The iWorx kit has been received. However, it was not used in academic year 2021-22 as the course instructor continued to teach online due to Covid. The instructor hopes to return to the seated classroom in Fall 2022. Therefore, please carry forward to the 2022-23 Plan (or beyond) to report assessment. Carry forward to 2022-23 Plan to report assessment.
2020-21	No objectives submitted	Not applicable.
2021-22	iPad 10.2 inch with 128GB Wi-Fi	Submitted for purchase by Purchasing Director. Carry forward to 2022-23 Plan to report assessment.

What planning objectives (equipment, supplies, software, etc.) do you anticipate needing over the next three years? Justify the need.

As viewed in the table above, the iWorx TA Psychological Physiology Teaching Kit will provide Psychology instructors with the classroom tools needed to demonstrate many of the concepts they are learning. Using the observational/interactive learning model will give students hands on demonstrations in the areas of

psychophysiology, psychobiology, conditioning, shaping, modeling, stimulus /response, sensory, memory, and many other psychological concepts. Students will be assessed through quizzes, tests, and essay assignments as well as observed abilities with instructor assisted experiments.

In the 2022-23 Plan/Budget cycle a planning objective was submitted for audio editing equipment and software to facilitate the study of electronic music.

What positions (faculty and/or staff) do you anticipate needing over the next three years? Justify the need.

At present, the number of faculty members needed to provide instruction in AGE classes is adequate to meet demands with three exceptions: biology, psychology, and Developmental Math. At present, these positions lack full-time instructors but are currently under consideration for replacement.

Should enrollment numbers rise in the future, it will be necessary to add either more adjunct or full-time faculty to cover instructional needs. During and immediately after the Covid pandemic, many adjuncts who had been employed by the college to teach in the AS program lost classes to full-time faculty so that the latter could have complete schedules. Positions vacated by full-time faculty have, over the last year, often not been replaced due to budget shortfalls. Recalling and/or replacing adjuncts or filling full-time positions will be necessary should enrollment numbers return to pre-Covid levels.

As the AATP and ASTP program grows, we anticipate the need for a full-time staff member in the CTAC (currently part-time position) and a leadership position, coaches and instructors for EDU courses (per EPP guidelines.)

Provide narrative for your program facility needs over the next three years. If facilities are adequate, please confirm.

All programs in the Arts and Sciences Division need classroom and lab space. Additional science labs, especially those for anatomy and physiology classes, are needed for instruction. There is no dedicated space for English and only one full size classroom for mathematics. Faculty members from these departments float across campus utilizing available space in WLC, Azalea, Spruce, Magnolia, Holly and Dogwood. The HUM/SS/FA department utilizes classrooms in Azalea and other buildings when Azalea's space is maximized. A stand-alone building for Arts & Sciences was a high priority in the Master Plan developed in 2016; however, two other building have been built instead. The space vacated in older buildings was not repurposed for A&S classes.

Some recommendations for improving the physical needs of AA programs include:

WEMCHS should be allotted its own building or moved to its own area, thus returning the second floor of Dogwood to Math and English. This move would create more space for curriculum classes in these fields. The first row of chairs in Dogwood 201 should be removed to provide greater access for events and flexibility for musical performances and various classroom lectures and meetings.

Facilities should be appraised yearly to keep up with changing technology demands of students and instructors.

Provide narrative for academic / student support services needs over the next three years. (Are services adequate for your program/service?)

- The CTAC needs one additional advisor or a full-time Administrative Assistant that can support students with advising and registration needs.
- The hours for testing in the Academic Testing Center need to be increased for student accessibility.
- Evening hours for placement testing, one night a week, are needed for increased student access.
- The online and face-to-face tutoring from the ASC is an excellent resource for students. Additional tutors in Math, Science, Foreign Language and Social Sciences are always needed.

Provide narrative for analysis of the program's / discipline's strengths, weaknesses, and opportunities.

- Strengths include:
 - The experience and degrees of faculty members and the encouragement and dedication of staff, all of whom are available to assist with student learning and resources.
 - The new open computer lab and study areas in the library have improved student access to spaces for class preparation.
 - An administration that is supportive of the College Transfer Program.
 - A College and Career Promise (CCP) program that is growing with over 700 students in over 1500 classes for Fall 2022.
- Our greatest weaknesses include:
 - The lack of classroom and lab space.
 - Having a pay scale that is lower than neighboring colleges; low faculty salaries make recruiting difficult.
- Our newest opportunity is the development of AATP/ASTP with the new Teacher Cadet program in WCPS. We need to provide leadership, coaches and credentialed faculty for the AATP/ASTP as it grows.

