

**PROGRAM REVIEW STATUS REPORT**

**PROGRAM: General Studies**

Date last updated: \_\_\_\_\_

Update provided by: \_\_\_\_\_

| <b>AREAS FOR IMPROVEMENT, IMPROVEMENT ACTIVITIES, AND RESOURCE REQUESTS</b> |  | <b>STATUS OF ACTIVITIES AND REQUESTS</b> |                                    |
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| <b>DATE RECORDED</b>  | <b>AREAS, ACTIVITIES, AND REQUESTS</b>   | <b>DATE OF STATUS REPORT</b>             | <b>STATUS</b>                      |
| May 2013  | Revising the General Studies mission statement to deemphasize transfer and instead focus on what a student will achieve by completing this degree.   | May 2013                                 | Program review team. Already done. |
| May 2013  | Explore the “opt-in versus opt-out” relationship between General Studies and Liberal Arts for entering students who would otherwise be undeclared or undecided. It might make sense to find ways to encourage more entering students to pursue the Liberal Arts option, saving General Studies for students who change majors at NECC. |  |                                    |
| May 2013  | Explore the possibility of having students entering the General Studies program be required to take the College Success seminar, provided that this seminar directly addressed informed, rational/realistic goal setting and academic planning based on those goals.   |  |                                    |
| May 2013  | Actively provide better key information to students in the program at key points: when they enter the program and at the end of their first and second semesters. This information should highlight the benefit of the program, transfer policies and the program’s differences with the Liberal Arts program.                         |  |                                    |

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| May 2013 | Changes to the curricular structure of the program would defeat the very useful purpose of the program to facilitate graduation for students who change majors at NECC but who still intend to graduate with an associate degree but who may not intend to transfer.  |  |  |
| May 2013 | Identify program outcomes and criteria – what will students know and what will they be able to do as a result of completing this program – that are distinct from the Liberal Arts outcomes.  |  |  |
| May 2013 | Provide a course release or stipend for a chair position and a budget for advising and advising-related events.   |  |  |
| May 2013 | No program-specific policies or procedures to ensure students graduate or transfer in a timely manner. Especially for a “major” this is so vague, in other words, not having a specific focus or direction, General Studies students need more focused advising throughout their program.   |  |  |
| May 2013 | Examine entry advising procedures to ensure that students who intend to transfer, especially to another state institution. This could include both individual counseling as well as larger audience events where the mysteries surrounding the differences between Liberal Arts and General Studies programs are explained, and financial aid and the Mass Transfer Compact is clarified. <ul style="list-style-type: none"> <li>a. Ensure that students understand the differences between the Liberal Arts and General Studies majors. Especially now with different math and science paths to graduation, these courses</li> </ul> |  |  |

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|          | <p>should no longer be considered insurmountable obstacles to graduation with a Liberal Arts degree.</p> <p>b. Ensure that students understand the state's Transfer Compact, and its implications for choosing classes while enrolled at NECC.</p>  |  |  |
| May 2013 | <p>Although the stated purpose of the General Studies program is to offer students curricular flexibility to explore different majors and career options, this flexibility appears to impede first-time students from graduating from the program. Therefore, we recommend that entering students, especially during their first year, be counseled away from taking elective classes as a way to explore careers and majors, and instead, focus on completing their general education and Mass Transfer requirements. Too many general studies students waste precious credits and limited financial aid dollars by exploring and taking classes that ultimately do not count towards a degree or certificate.</p> |  |  |
| May 2013 | <p>The first thirty credits. For all practical purposes, the first thirty credits of both the Liberal Arts program and the General Studies program are identical (it's only ten general education classes, as long as the student doesn't pursue a bunch of electives during the first year, which is a horrible idea!). For students in the General Studies program, once they have completed thirty credits, they should again meet with an advisor to discuss transfer and switching to the Liberal Arts major, or, another major. Since students who intend to transfer to a state four-year</p>  |  |  |

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|          | institution should be following the course sequence outlined by the Mass Transfer Compact and the Liberal Arts Program, General Studies students with more than thirty credits who intend to transfer should be made to seriously consider switching to the Liberal Arts program so that they graduate and that all of their classes from NECC transfer. |  |  |
| May 2013 | Perhaps develop outcomes for the program that differentiate it from the Liberal Arts program. This would require additional curricular requirements for the program, perhaps including an additional class or assessment.  |  |  |
| May 2013 | Additional advising resources.   |  |  |
| May 2013 | Program Coordinator or Chair.  |  |  |