

Standard Four: The Academic Program

DESCRIPTION

Assuring Academic Quality

Washington County Community College assures the academic quality of its programs through a governance process that is based around our Academic & Curriculum Committee (ACC). This committee reviews and approves all course and program curriculum changes through a formal application and review process. Once the committee approves a curriculum change, that change is sent forward to the campus President for final approval. The ACC is also involved in reviewing the College's academic policies. The ACC, with the leadership of the Academic Policy Subcommittee, reviews and researches proposed academic policy changes. It then presents its recommendations for policy changes to the Community Council. If approved, the policy is then forwarded to the campus President for final approval.

Committee membership consists of a majority of faculty members, including the three department chairs and two permanent faculty members from each department. In addition, the Academic Dean, Dean of Enrollment and Student Services, and the Coordinator of Enrollment and Student Services are standing voting members on the committee. One at-large staff member also serves on the committee.

Every five years, the Maine Community College System Board of Trustees Education Policy Committee subjects each certificate, diploma and associate degree program offered by Washington County Community College to a Program Review process. Program faculty, the Department Chair, and the Academic Dean establish program descriptors and 5-year cohort data outlined by the [Program Review policy](#) and submit them to the system's Education Policy Committee. The President, Academic Dean and faculty member are invited to present the Program Review to the MCCS Board of Trustees Education Committee and to answer clarifying questions. Each of our programs holds an annual Advisory Committee meeting. Advisors include local experts in the industries served by those programs. Advisory Committee members serve a term of two years. They provide data on the necessary hard and soft skills students should gain in their program coursework, and they answer questions related to employment in the area. Advisory Committee membership also provides opportunities for professional growth and development. These committee members review the instructional areas and curriculum of each program and provide updated industry feedback to keep the College's offerings current and vital.

WCCC's programs are organized within three academic departments. Each department is comprised of programs considered comparable in the areas of Liberal Studies, Career Studies, and Technical Studies. Each department is assigned a Chair. The Department Chairs solicit the views of all members of their department and vet curriculum changes brought forward when

making important decisions about curricular requirements, course offerings and major academic, instructional, or resource allocations.

WCCC and the Maine Community College System (MCCS) are currently working with the University of Maine System on Block Transfer. The Associate in Arts in Liberal Studies transfers to any University of Maine campus as a 34-35 credit block. The remaining credits in a student's Associate in Arts degree will transfer as electives according to a system-to-system transfer matrix. The next step in this process will be to expand the agreement to include Associate in Science degrees. That agreement will include our Associate in Science in Education degree.

The Block Transfer agreement and the individual program accreditations provide examples of the College's efforts in assuring academic quality in all its offerings.

Four of the programs at WCCC have national accreditation. The Commission on Accreditation of Allied Health Education Programs (CAAHEP) accredits the Medical Assisting program; the National Automotive Technicians Education Foundation (NATEF) accredits the Automotive Technology and Engine Specialist programs. The Engine and Equipment Training Council (EETC) accredits Powersports. In each instance, the national accrediting agency provides required competencies students must achieve in their program area. The College provides learning experiences that not only expose students to the required competencies but also allows them to master the competencies. The Medical Assisting program, for example, is required by CAAHEP to provide the students with the experience to achieve over three hundred competencies.

The College has created online and hybrid offerings for some of its general education offerings as well as its program offerings. Courses in Human Services, Medical Assisting, Early Childhood Education, and Business are available as either online or hybrid courses. Science offerings, as well as several courses in the Liberal Studies department, are available as online or hybrid courses. Faculty members can develop their assigned courses into either hybrid or online offerings if they determine that alternative modes of delivery will provide a benefit to their students. Faculty consults the Department Chair and Academic Dean for approval of their course development plans. The College ensures that its delivery of online courses does not exceed the fifty percent online delivery threshold required by NECHE.

Our online and hybrid courses are delivered through our Learning Management System. Each student has a unique login and password to the system portal, which they are required to keep confidential. Students log onto the portal to participate in their distance education courses. Coursework is submitted to the instructor through this secure process, which protects student privacy.

Washington County Community College has had to suspend and eliminate several programs due to low enrollment since our last ten-year visit. We have discontinued the Building Construction, Culinary Arts, Computer Support Specialist, and Healthcare Administration programs. The College endeavors to always "teach out" students who have not finished their

degree requirements when a program is suspended or eliminated. Students are afforded the opportunity, within a reasonable timeframe, to complete their degree requirements. Before program elimination occurs, new enrollment is suspended while students complete their requirements for graduation.

WCCC has been fortunate in being able to expand our campus offerings by bringing up several new programs. We have added Criminal Justice, Computer Technology, and Criminal Justice with a concentration in Conservation Law Enforcement, Graphic Information Systems (a joint offering with the University of Maine at Machias), Powersports Equipment, Production Technology, and Pulp & Paper Technology. We have also changed the name of our General Technology program to Career Studies. The Career Studies program leads to an Associate in Applied Science and provides an individualized and flexible program to meet the needs of students with significant work experience and/or learning experiences whose educational goals cannot be met by other technical programs at the College. This new title better describes the purpose and outcomes of the program.

In our fifth-year interim report, we highlighted the establishment of [institutional learning outcomes](#) (ILOs), which reflect the knowledge, skills, abilities, and attitudes that WCCC students are expected to develop as a result of their experiences at the College. These ILOs inform the learning outcomes for our general education curricula as well as our Liberal Studies program outcomes. Due to significant turnover in the Academic Dean's Office, the process of integrating the ILOs across our programs has not advanced to the degree we anticipated in our 2014 fifth-year report. To facilitate our integration of ILOs across the curriculum, we plan to map programmatic learning outcomes to institutional learning outcomes. Following this, we will map program learning outcomes to course-level outcomes. The Block Transfer Agreement between the MCCS and the University of Maine System, which currently focuses on the Associate of Arts degree, will expand to include Associate in Science and Associate in Applied Science degrees. This will help facilitate administrative oversight as the College moves forward with this process.

The Block Transfer Agreement between the MCCS and UMS has provided the College with a structured starting point for this work. In accordance with the Block Transfer Agreement, WCCC's Liberal Studies faculty has defined learning outcomes in eight specified learning domains and are currently developing assessment rubrics for each domain. As outlined in Standard 8, these rubrics will be used to assess artifacts from courses in which the specified learning domain is introduced or reinforced.

Math across the Curriculum is an initiative in the Maine Community College System, and all campuses are working with the Dana Center of the University of Texas on Math Pathways. The Math Pathways effort has become a major goal of WCCC's Achieving the Dream (ATD) work plan for the next three years. This system initiative responds to the need to raise the success rate of MCCS students in their mathematics courses. Lack of success in math coursework is one major reason why MCCS students fail to graduate or persist, which is in keeping with national statistics.

We hope to lessen the time it takes to get to the gateway course by redesigning developmental courses and developing co-requisite developmental courses that are taken concurrently with gateway courses. We also are reviewing gateway courses to ensure that they have the appropriate topical areas for their major. The MCCS Math Pathways team will redesign five courses that will be available for adoption system-wide in the areas of College Algebra, Statistics, Technical Mathematics, Education Mathematics, and Quantitative Reasoning. Algebra may no longer be what all students enrolled at a Maine Community College are required to master. In addition, we are in the early stages of conversation around a Writing Across the Curriculum initiative and will be working on pilot projects in that area.

Undergraduate Degree Program

All catalog programs at Washington County Community College are subject to the Maine Community College System [Policy 302](#): Criteria for Academic Credentials. This policy outlines the makeup of each of our Certificate and Associate Degree programs, including the required number of credits of program coursework as well as general education coursework. The policy defines these requirements for our Certificate, Associate in Applied Science, Associate in Science, and Associate in Arts degrees. Recent changes to MCCS policy regarding program credit limits prompted WCCC to examine each of its catalog programs to ensure compliance. Two programs are out of compliance; their credit load will be revised by May 2019 to adhere to system policy.

Integrity in the Award of Academic Credit

A certificate is awarded upon the successful completion of a prescribed program of vocational and/or technical courses that leads to an occupational skill and includes the following:

1. 16 to 36 credit hours of coursework, including appropriate related and/or general education courses as specified by the program;
2. Demonstrated competence in mathematics and communication skills at a level consistent with the requirements of the program. This competency may be demonstrated either by satisfactory performance on prescribed academic assessment tests or by completing required communications and mathematics courses; and
3. Achievement of a minimum cumulative grade point average of 2.0.
4. Includes in the core curriculum a minimum of 25% of the credits that differentiate the program and build knowledge depth in an area of focus of the program.

An Associate in Applied Science credential is awarded upon the successful completion of a program designed for employment in a specific occupation or to upgrade skills to improve the opportunity for advancement within an existing position. Starting in Spring 2019, the maximum allowable credits for all new associate degree programs will be 64, in keeping with MCCS policy.

The only exception to that rule will be credentials that have specialized accreditation and must adhere to specific accreditation standards.

Certificate and Associate Degree General Education Requirements								
Maine Community College System Policy								
	Writing	Quantitative Literacy/ Natural Science	Creative Arts/Humanities /Social Science	Diversity/ Ethical Reasoning	General Education Elective	Program Core	Total Credits	
Associate in Arts	6	3 to 4	18	6		up to 29	60 to 64	
Associate in Science	6	12 to 15	6	3	3	up to 34	60 to 64	
Associate in Applied Science	6	6 to 7	6		3	up to 34	60 to 64	

All Washington County Community College programs operate on semester hours during a 15- or 16-week semester, with the exceptions of Welding and Residential & Commercial Electricity. Welding requires an initial early start semester that begins in July and operates for six weeks prior to the Fall semester. Residential & Commercial Electricity requires a six-week follow-up semester after the Spring semester. In order to cover all the necessary curricular areas required by the state of Maine for graduates to sit for state licensure, it is necessary for these programs to have an extra semester.

Each program at WCCC is defined in the [catalog](#) with the purpose of the program, the career opportunities in each program area, the educational learning outcomes, and the specific course requirements for graduation. The College requires that a syllabus is created and made available to students for every course delivered for credit. A [course syllabus template](#) is used by all faculty and includes information and policies deemed necessary by the College for the orderly delivery of the course and the organizational needs of our students. The College delivers both 100- and 200-level courses as program requirements. Courses are designated at each level according to whether they are a first-year or second-year course and whether they are introductory or have a pre-requisite course required. All pre-requisites, whether course- or assessment-related, are defined in the catalog either on the program page or in the course description section and are adhered to by the student advisor or Registrar's office when registering students. Instructor permission may be given to supersede a pre-requisite but is rarely granted.

WCCC has been testing students with the College Board's Accuplacer assessment to properly place students in their academic requirements for mathematics and English. Starting in Spring 2019, the College will be using SAT scores to place students into developmental or transfer level courses. System-wide pre-requisite scores have been developed and will be used for placement. NextGen, the new Accuplacer assessment, will be used to place students who have not taken the SAT. The College will continue to use two levels of developmental math and one level of developmental English, but we will also work on creating co-requisite developmental coursework for students who score close to the cutoff scores for gateway mathematics and English courses. A multiple measures process will be in place by Spring 2019.

Students have the opportunity for academic counseling services at the College in several areas. Students are assigned an Academic Advisor, who is usually their program instructor. Students meet regularly with their advisor to review their program progress and select courses for the upcoming semester. Each incoming student who is enrolled for the first time is required to take a First Year Experience (FYE) course. This course meets once a week for fifty minutes and provides advising and college success training. Some students are assigned a College Navigator who provides additional academic advising and helps keep students on track with their studies. Students who qualify for a Navigator are first-generation and/or academically high-risk.

The College currently maintains fourteen articulation agreements with eleven secondary Career and Technical Education (CTE) centers throughout the state of Maine. Students who qualify through the tenets of the agreement receive prior learning credit during their first year on campus. WCCC also participates in two statewide articulation agreements in Residential/Commercial Electricity and Automotive Technology, which are maintained with all twenty-three CTEs in the state of Maine. These agreements are on file in the Academic Affairs office as well as the Student Services office, which maintains their currency and develops new agreements.

The College accepts academic credits by transfer from institutions or programs of post-secondary education accredited by organizations that are recognized by the Council for Higher Education Accreditation and/or the U.S. Department of Education based upon the equivalency of course content to program requirements and the equivalency of academic credit hours. Courses satisfying these criteria are accepted if grades of C (2.0 on a 4.0 scale) or above have been awarded by the issuing institution within the last ten years. Transfer credit is not figured in a student's grade point average. Graduation requirements dictate a 25% residency of coursework at WCCC.

Over the past five years, WCCC has granted transfer credit to 383 students, or an average of 76 students per year. Those students receive various amounts of transfer credit applicable to their program at WCCC, but the average transfer award has ranged from 11 to 15 credits. WCCC has therefore awarded nearly 5000 credits in the past five years and will most likely surpass that number by the Spring 2019 semester.

WCCC recognizes and awards academic credit for college-level prior learning acquired by students through life, work, and educational experiences outside of MCCS credit courses. These standards reflect the College's commitment to the academic and administrative standards proposed by the National Council for Adult and Experiential Learning and are designed to eliminate barriers for students and encourage their wide participation. These standards are also intended to support the transparent transfer of prior learning credit between the seven colleges of the MCCS as well as other institutions of higher education.

WCCC offers opportunities for both dual and concurrent enrollment for secondary students as well as articulated credit. The College currently maintains 17 [articulation agreements](#) with universities and four-year colleges throughout the state of Maine and New England. Under the

tenets of these agreements, WCCC graduates will automatically be granted prior learning credits when transferring to these institutions. These agreements are housed in the Academic Affairs office as well as in the Transfer Counsellor office and are published on the WCCC webpage. WCCC's academic standards are recognized by each of these institutions as appropriately rigorous and academically sound, such that students may use the WCCC credit they attain as part of their graduation requirements.

Prior Learning Assessment (PLA) credits can be used to satisfy any degree/program requirements, provided that a student may receive credit one time only for a course that has been awarded through [Prior Learning Assessment](#). To be eligible for PLA credit at WCCC, a student must be matriculated in a degree program with one or more requirements for which prior learning credits could apply.

Credit for prior learning will be awarded based on an assessment of documented learning that demonstrates achievement (at a grade level of C or better) of learning outcomes for a specific requirement/discipline area elective, i.e., credit by course equivalency. The College has a written course description, objectives and learning outcomes for each catalog course, available for use by students seeking prior learning assessment. Students may earn prior learning credit for any graduation requirement, at any point in their program, for which they demonstrate equivalent learning, unless there is a unique program accreditation requirement that restricts or prohibits the award of such credit. The award of prior learning credit is subject to the New England Commission of Higher Education (NECHE) Standards for Accreditation. NECHE standards limit the number of PLA credits that may be used for certificate programs of 30 or fewer credits to 25 percent. WCCC maintains a residency requirement of 25%, which aligns with the NECHE requirement that 25% of associate degree credits must be taken at the college from which the degree will be awarded.

The College accepts credit from nationally standardized testing entities and credit recommendation services, such as Advanced Placement, International Baccalaureate, and the College Level Examination Program. Students initiate the process of transferring these credits directly with the testing entity or credit recommendation service.

The campus PLA process was updated in 2014 and 2015. The current [process and policy](#) reside on the campus portal. WCCC accepts PLA credit awarded by other MCCS colleges, evidenced by an MCCS transcript, as transfer credit applicable to the relevant academic program at WCCC. The reciprocity extends to students and transcripts from the University of Maine System. The College advises but does not guarantee the transfer of PLA credits to non-MCCS or UMS colleges or universities or the applicability of credits to a student's future degree requirements at such institutions.

Academic credits obtained at another accredited higher education institution will be transferred with [MCCS Policy 307](#).

During their time at WCCC, a student who is experiencing academic difficulties may be placed on Academic Probation or Suspension/Dismissal from the College if they are not maintaining Satisfactory Academic Progress.

Academic probation signifies that a student is in serious academic jeopardy. Students on probation must correct grade deficiencies during the subsequent semester or summer session. Failure to do so may result in academic dismissal from the college. Students on probation are required to carry a reduced class load (fewer than 15 credit hours). Extended probation may be granted at the discretion of the Dean of Enrollment Management and Student Services if the student does not remove the deficiencies in their cumulative grade point average after the completion of the subsequent semester but has attained a minimum of 2.0 grade point average in the subsequent semester. Students who have been academically dismissed may request re-admittance to the College by completing a satisfactory academic progress appeal form. The Student Assistance Team will review the appeal to recommend future enrollment and financial aid eligibility. Appeals must be received at least one month prior to the semester the student plans to enroll. At the time of appeal, the student must show positive evidence that they are ready to complete a program of study. Some examples of this evidence include the successful completion of college courses or holding a job for a semester or more.

Honesty and integrity in all academic work is expected at WCCC. The [Academic Misconduct](#) policy is included in every course syllabus, the [student handbook](#), the [catalog](#), and the College portal. Any student who is suspected of academic misconduct will face investigation and possible disciplinary action. Academic misconduct includes, but is not limited to, using unauthorized aids; copying another person's work on exams, quizzes and assignments; and taking language, information or ideas from another person or source without providing appropriate citation. Students found to be in violation of the academic misconduct policy, either directly or indirectly through participation or assistance, are immediately responsible to the class instructor. In addition to other possible disciplinary sanctions that may be imposed as a result of academic misconduct, the instructor has the authority to assign an F or zero for an activity or to assign an F for the course. Additional possible disciplinary sanctions may include dismissal from the College.

The Academic and Curriculum Committee revised the [appeal process](#) for students who may have violated the Academic Misconduct policy. While this change provided for Department Chairs to be part of the appeal process, they are not a formal level of the appeal process. The College varied from the [MCCS policy](#) because of the size of our campus and the scope of the duties of our Department Chairs, which are non-supervisory.

APPRAISAL

Assuring Academic Quality

The Academic & Curriculum Committee will continue to be central to Washington County Community College's academic quality assurance. Work will continue to be undertaken to

affect positive changes when needed to the courses and programs, as well as the academic policies of the College. Some examples of recent work by the ACC are course changes in our Education program to reflect current practice and theory in the field; the approval of a new concentration for our Criminal Justice program called Conservation Law Enforcement, which satisfies a regional and statewide need; course description changes in our electronics course to accurately reflect the current course curriculum and the latest needs in the industry; and credit hour requirement adjustments in programs to reflect the most recent Academic Credential Policy of the Maine Community College System.

The Academic Dean currently sits on a multi-system, multi-campus committee charged with forging block transfer agreements between the University of Maine System and the Maine Community College System. An agreement exists to transfer Associate in Arts degrees between the two systems with the assurance of educational outcomes and academic rigor in the transfer of blocks of credit. The next step will be to work on Associate in Science and Associate in Applied Science block transfer agreements. The committee is currently connecting MCCS and UMS majors into meta-major categories and will then work with those meta-majors to form reasonable connections between programs and similar blocks of credits for transfer. The meta-majors the committee is working with are STEM; Public Safety, Transportation and Consumer Service; Liberal Arts, Humanities and Education; Health Sciences; Construction Industry and Manufacturing; Business; Art and Design; and Social and Behavior Sciences. More work is necessary to connect all majors in each system through meta-majors.

Both members of the mathematics department of our Liberal Studies program are participating in a system-wide Math Pathways process aided by the University of Texas Dana Center. The Maine Community College System is leading the development of five system-wide courses in the areas of Algebra, Statistics, Quantitative Reasoning, Technical Mathematics, and Education Mathematics. This effort is intended to improve gateway course completion rates among MCCC students. For example, in Fall 2017 the completion rate in math gateway courses at WCCC was 59 students out of a cohort of 145, or 41%. This trend is consistent over a four-year period, ranging from 39-41%. WCCC will have the opportunity to review and accept these courses through our Academic & Curriculum Committee. Each program major will then be surveyed to line up with the most appropriate math course that is in the WCCC offerings. A Fall 2017 pilot of a math co-requisite remediation model course was found not to have a significant impact on student success. We are in the process of reevaluation.

In Fall 2017 the completion rate in the English gateway course at WCCC was 82 students out of a cohort of 145, or 57%. This trend is consistent over a four-year period, ranging from 55-64%. The English department piloted a co-requisite remediation model for students who were assessed close to the cut off scores for College Composition (ENG 101). Rather than being placed in a three-credit developmental English course (ENG 098), these students were concurrently enrolled in College Composition and Foundations of College Reading and Writing (ENG 097), a one-credit accelerated developmental course designed to reinforce the basic reading and writing skills necessary for success in ENG 101. This co-requisite model is based on the Accelerated Learning Program (ALP) model at the Community College of Baltimore County

and national best practices by Complete College America. The first pilot group was small, nine students, but the success rate for this group in completing ENG 101 with a C or better was 67% compared with an overall success rate in ENG 101 of 64%. We will attempt to replicate this pilot in the Fall 2019 semester with lessons learned and continuous improvement in mind.

For the past five years, WCCC has used educational funding from Maine's Casino law to provide early preparation for college-level work in the form of summer bridge courses. The students who qualify by assessment for this program can take developmental courses in both math and English during the summer before they matriculate into a program. This program has served 177 students in the previous four years and shows a 59% success rate for successful course completion in the summer and 68% success in the gateway course taken the following year.

Forty percent of the program majors at WCCC currently require a clinical or practicum experience as part of the required curriculum. Those programs are Business Management, Early Childhood Education, Education, Human Services, Medical Assisting, Phlebotomy, and Residential & Commercial Electricity. Academic policy and practice at both the College and system exist around the delivery of and placement into these practicums. WCCC closely monitors the procedures around these placements and adjusts the process when necessary. Some areas of review are issues related to attendance and to the professionalism students exhibit while in the practicum or internship. A new student internship agreement in our Medical Assisting program helps to address these areas of concern. Each program that has a student internship experience has an evaluation tool that is used to assess the student and their experience. That evaluation tool provides assessment of areas in the internship that equate back to program level educational outcomes.

Five programs at WCCC are currently accredited or certified by a nationally recognized organization. These accreditations will continue to be maintained by the College. The Medical Assisting Program is undergoing a ten-year review for accreditation by the Commission on Accreditation of Allied Health Programs (CAAHEP). To fulfill graduation requirements, students in this program are required to maintain an 80% success rate in all competencies required in the major, over 300. [Program success data](#) is published on the College's website. The Automotive Technology and Engine Specialist programs were re-accredited by the National Automotive Technicians Education Foundation – Automotive Service Excellence (NATEF-ASE) organization in 2016. The College will continue to maintain this important distinction for those two program areas. The American Welding Society certifies our Welding Technology program; students can sit for certification exams that provide recognized credentials nationwide in this area. The Engine and Equipment Training Council (EETC), a certified program providing training excellence in Two and Four-Stroke Engine instruction, has recently accredited the Powersports program.

PROGRAM CERTIFICATIONS

Automotive – National Automotive Technicians Education Foundation – Automotive Service Excellence (NATEF-ASE), 101 Blue Seal Drive, SE, Suite 101 · Leesburg, VA 20175

Engine Specialist - National Automotive Technicians Education Foundation – Automotive Service Excellence (NATEF-ASE), 101 Blue Seal Drive, SE, Suite 101 · Leesburg, VA 20175

Medical Assisting - Commission on Accreditation of Allied Health Education Programs (CAAHEP), 25400 U.S. Highway 19 North, Suite 158, Clearwater, FL 33763

Powersports – Engine & Equipment Training Council (EETC), Two Stroke Engines & Four Stroke Engines, 3880 Press Wallace Drive, York, SC 29745

Welding – American Welding Society, 8669 NW 36 Street, #130, Miami, Florida 33166-6672

The State of Maine recognizes several of WCCC's technology programs as providing the necessary training and qualifications for students to take state certification assessments for state licensure. These programs include Residential/Commercial Electricity, Heating Technology, Plumbing Technology, and Welding Technology. The data first forms for Standard Eight provide specifics related to pass rates for these programs.

As indicated earlier in this section, WCCC has to make a few changes to bring all of its programs in line with the Maine Community College System Academic Credentials policy. Our deadline is May 2019, and we will meet that deadline. Currently under review are Heating Technology, Welding Technology, Career Studies, and Trade and Technical Occupations to bring their credit loads into alignment with the policy. Certificate credentials must be no more than 36 credits, and Associate in Applied Science degrees must be between 60 and 64 credits.

A formal process for the awarding of life experience credit has been developed and refined over time at WCCC. It is backed up by [MCCS policy](#) and [WCCC policy](#). The College is able to award life experience credits and can assure the academic integrity of the process. The Academic and Curriculum Committee and the WCCC faculty will continue to be heavily involved in the process and records will be maintained on all actions taken in the awarding of this credit. The eight steps students follow to produce a portfolio to apply for life experience credit are as follows:

<input type="checkbox"/> Step 1	Review the portfolio assessment policy and guidelines
<input type="checkbox"/> Step 2	Meet with your advisor to determine which course (s) would be appropriate for you to develop a portfolio for review
<input type="checkbox"/> Step 3	Meet with the primary instructor of the course you would like to develop a portfolio for. Obtain a copy of the syllabus and course objectives
<input type="checkbox"/> Step 4	Begin to draft a narrative for the courses(s) that you are most confident in articulating your prior relevant life experiences, and applies this learning toward a Degree
<input type="checkbox"/> Step 5	Begin to develop proof paragraphs
<input type="checkbox"/> Step 6	Organize and assemble the portfolio. **See required portfolio components below.**
<input type="checkbox"/> Step 7	Schedule an appointment with your advisor or instructor to review the project before submission, for request feedback
<input type="checkbox"/> Step 8	Edit and proofread the portfolio
<input type="checkbox"/> Step 9	Submit two copies of the portfolio to the registrar's office for review

WCCC provides opportunities for both dual and concurrent enrollment of high school students in college-level courses. Concurrent enrollment agreements exist with three area high schools and courses are delivered on-site at those schools by appropriately credentialed faculty, using WCCC-approved syllabi, learning outcomes, and textbooks. Challenges to concurrent enrollment agreements include the changing faculty at the high schools, as well as the budgetary constraints of small rural schools to purchase text materials. WCCC has been able to review and approve substitute texts that are relatively equivalent to current texts utilized on campus. The rapid change of text material by publishers and the evolving change of curriculum in WCCC courses provide concern for the need to update the requirements of these small rural schools on a semester-by-semester basis. Oversight of concurrent enrollment coursework is very time-intensive. Dual enrolled students are much smaller in number on the WCCC campus, but they do exist most semesters. They are afforded the opportunity to participate in a learning experience that provides them with advanced college credit while they are still in high school, and they can also receive high school credit for completing college coursework.

Jenzabar's JICS and E-Learning, the current Learning Management Software suite employed by the College, was first installed in 2010. With many upgrades and expansions to this package over the past eight years, WCCC has a new level of expertise with its capabilities and usages. Many of the College's faculty utilize the Learning Management System in their classes for a variety of uses, from attendance and grade posting to electronic assignments and testing. On occasions of faculty being ill or the campus being closed for inclement weather, students can receive work and participate in class without missing time. Our IT staff, as well as our Instructional Technologist, have aided us in this process. The Instructional Technologist position provides invaluable support to faculty and students in the areas of curriculum development, online learning environment and functionality, assessment development and delivery, and professional development training.

Over the past three years, the College has attempted to offer and deliver late start/compressed schedule courses as part of its evening offerings. The thought was that compressed courses would attract community members to the College by providing them with a flexible course schedule, enabling them to pursue college without having to commit to a fifteen-week semester. Enrollment numbers were not high enough to run most of the courses that were offered. The courses that did run were populated mostly with currently matriculated students. These offerings did not attract new students or interested community members and have therefore been discontinued since the initial pilot project.

The data in the Data First forms indicate that we generally have higher enrollment numbers in our associate degree programs compared to our certificate programs. Since our certificate programs are for the most part "stackable" credentials that students can apply to the requirements of our associate degrees, we will continue to market our certificate programs as much as our associate degree programs, since they provide the training for state or federal licensure or certification and serve as feeders and pathways to our associate degrees.

Our overall enrollment has declined by 10% over the past three years. The largest decline in credits sold has been in our career programs. This is attributed to several factors, including a decline in our traditional-aged high school student pool, a transition to more day courses versus night courses for adult learners, the implementation of tuition-competitive programs from the University of Maine System, and an enrollment decline in Adventure Recreation and Tourism, Computer Technology, Early Childhood Education, and Liberal Studies. Adult learners are oriented towards education and liberal studies programs, while our traditional population tends to gravitate toward our technical programs. This is illustrated by the increase in the number of credits sold in the College's technical programs during the past three years.

The College, under a new President and a new Dean of Business and Industry, is reassessing ways to attract the community members to the campus by working with local businesses to design and deliver curriculum that can provide for the businesses' needs as well as become potential credit offerings for the community and the student body in the future. The new Dean of Business & Industry is working on local industry training partnerships that will have a positive effect on the adult learning population on campus in the evenings and on weekends. A recent example of this is our Associate of Applied Science degree in Electromechanical Instrumentation Technology. This new program is currently being reviewed by our Academic & Curriculum Committee and will go on to our Board of Trustees for final approval. This program started as customized course offerings delivered to a local papermaking company through our Business & Industry division.

PROJECTIONS

The College will submit a substantive change application to NECHE this spring. The application will detail the intent to develop and deliver our Production Technology certificate and Associate in Applied Science degree as a 100% online program. We are also considering taking one or two more programs completely online and may choose to add those offerings to the application.

Future programming will undertake a planning and development process under the guidance of a new Program Planning Committee. This committee has just been established and will undertake the work of analyzing the local, state, and national trends and needs in education and make well researched decisions on new programming that is added to the College's inventory. We will pursue an evidence-based, proactive development model to bring up new programs at WCCC.

We will greatly expand our Business and Industry division. Fulfilling the training needs of industry within the region and the state provides the College with an opportunity to generate data that the Program Planning Committee can use to make sound, data-driven decisions on new catalog programs.

The Liberal Studies department will continue its assessment of general education learning outcomes. The next step will be to connect program learning outcomes with the College's

institutional learning outcomes, which will facilitate multiple forms of assessment. This work will broaden into other departments and will aid our curriculum evaluation process. This process will necessitate the development of a new committee to formalize this work as we go forward. This work will also help the College as it moves forward on the block transfer process with the University of Maine System, expanding agreements to include Associate in Science and Associate in Applied Science degrees.

Standard 4: The Academic Program
(Summary - Degree-Seeking Enrollment and Degrees)

Fall Enrollment* by location and modality, as of Census Date

Degree Level/ Location & Modality	Associate's	Bachelor's	Master's	Clinical doctorates (e.g., Pharm.D., DPT, DNP)	Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)	M.D., J.D., DDS	Ph.D.	Total Degree-Seeking
Main Campus FT	149							149
Main Campus PT	57							57
Other Principal Campus FT								0
Other Principal Campus PT								0
Branch campuses FT								0
Branch campuses PT								0
Other Locations FT								0
Other Locations PT								0
Overseas Locations FT								0
Overseas Locations PT								0
Distance education FT								0
Distance education PT	16							16
Correspondence FT								0
Correspondence PT								0
Low-Residency FT								0
Low-Residency PT								0
Unduplicated Headcount Total	222	0	0	0	0	0	0	222
Total FTE	178.10							178.10
Enter FTE definition:	total count/15							
Degrees Awarded, Most Recent Year								0

Standard 4: The Academic Program
(Summary - Non-degree seeking Enrollment and Awards)

Fall Enrollment* by location and modality, as of Census Date

Degree Level/ Location & Modality	Title IV-Eligible Certificates: Students Seeking Certificates	Non-Matriculated Students	Visiting Students	Total Non-degree-Seeking	Total degree-seeking (from previous page)	Grand total
Main Campus FT	82	1		83		83
Main Campus PT	5	115		120		120
Other Principal Campus FT				0		0
Other Principal Campus PT				0		0
Branch campuses FT				0		0
Branch campuses PT				0		0
Other Locations FT				0		0
Other Locations PT				0		0
Overseas Locations FT				0		0
Overseas Locations FT				0		0
Distance education FT				0		0
Distance education PT				0		0
Correspondence FT				0		0
Correspondence PT				0		0
Low-Residency FT				0		0
Low-Residency PT				0		0
Unduplicated Headcount Total	87	116	0	203		203
Total FTE	97.20	33.40		131		130.60
Enter FTE definition:	total credits/15					
Certificates Awarded, Most Recent Year						

Standard 4: The Academic Program
(Headcount by UNDERGRADUATE Major)

		Number of credits*	3 Years Prior (Fall 2015)	2 Years Prior (Fall 2016)	1 Year Prior (Fall 2017)	Current Year (Fall 2018)	Next Year Forward (goal) (Fall 2019)
For Fall Term, as of Census Date							
Certificate (add more rows as needed)							
?	Automotive	34	5	9	7	10	9
	Culinary & Baking (suspended)	37	6	1	-	-	-
	Engine Specialist	30	5	1	3	7	9
	Heating	38	-	5	7	4	-
	Heavy Equipment Operation	28	16	16	9	12	12
?	Heavy Equipment Maintenance	30	3	5	7	5	12
	Medical Office Technology	32	2	2	1	-	-
	Phlebotomy	25	7	5	10	3	6
	Plumbing	36	7	0	4	-	12
	Powersports	29	13	8	6	12	12
	Residential/Commercial Electricity	45	13	16	14	18	15
	Welding	37.5	15	19	12	15	15
	Building Construction (suspended)	38	6	-	-	-	-
?							
	Total		98	87	80	86	102
Associate (add more rows as needed)							
?	Adventure Recreation	66	15	9	11	8	12
	Business Management	61	14	9	15	14	15
	International Commerce	64	1	2	1	1	-
	Career Studies (formerly General Tech.)	70	12	1	4	1	6
	Computer Technology	61	17	22	9	11	12
	Criminal Justice	62	0	7	8	7	10
	Early Childhood Education	62	30	34	26	20	24
	Education	62	14	16	10	14	15
	Healthcare Administration	62	7	2	-	-	-
	Human Services	62	21	16	16	16	16
	Liberal Studies	62	32	32	35	27	30
	Liberal Studies Family Futures Downeast	0	0	11	12	11	12
	G.I.S.	62	1	-	-	-	-
	Passenger Vehicle Service	66	8	8	7	8	9
	Mechanical Technology	61	7	12	17	16	15
	Medical Assisting	64	47	34	26	36	35
	Production Technology	61	2	1	-	2	12
	Pulp and Paper Technology	61	18	6	1	-	-
	Total		246	222	198	192	223
Total Undergraduate			344	309	278	278	325

Standard 4: The Academic Program (Credit Hours Generated and Information Literacy)

Credit Hours Generated by Department or Comparable Academic Unit

?		3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
?		(FY 2015)	(FY2016)	(FY 2017)	(FY 2018)	(FY 2019)
Undergraduate (add more rows as needed)						
?	General Studies	3,728	3,828	3,269	3,029	3,200
	Technical	3,253	2,727	2,961	3,454	3,500
	Career	3,468	2,619	1,885	1,900	2,000
	Total	10,449	9,174	8,115	8,383	8,700

Graduate (add more rows as needed)

	Total	0	0	0	0	0

Information Literacy Sessions

Main campus

Sessions embedded in a class

14	16	24	pending	25
6	6	6	pending	6

Free-standing sessions

Branch/other locations

Sessions embedded in a class

Free-standing sessions

		1	pending	2

Online sessions

URL of Information Literacy Reports:

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