CGCC's 2010-11 General Education Program Self-Study

The only education that prepares us for change is a liberal education. In periods of change, narrow specialization condemns us to inflexibility—precisely what we do not need. We need the flexible intellectual tools to be problem solvers, to be able to continue learning over time.

-David Kearns, former CEO of Xerox Corporation

Introduction:

Columbia Gorge Community College is a comprehensive community college offering a variety of credit and non-credit programs, including its General Education Program. In 2010, the College completed its third self-study as part of its process to earn its independent accreditation through the Northwest Commission on Colleges and Universities (CGCC has contracted with Portland Community College (PCC) for its accreditation since its inception in 1977).

Administration of the General Education Program falls under the auspices of five department chairs and the Chief Academic Officer (CAO). The current organizational structure became operational in 2007 with the creation of the department chair positions, and the current instructional governance model that includes two standing committees, Academic Standards and Curriculum. All policies and procedures regarding the General Education Program fall under the auspices of these two committees.

Planning is now underway for an Institutional Assessment Committee that will oversee both program and course outcomes.

Following is the description of scope of the Academic Standards and Curriculum Committees and the Department Chair responsibilities:

Department Chair Scope:

- Work collaboratively with department faculty, student advisers, and instructional administrators and staff to plan quarterly class schedules;

- Recommend faculty teaching assignments within the department;

- Be involved in hiring process for faculty and make recommendations for hire to the Instructional Director and Chief Academic Officer. Include other faculty in the department during the screening and interviewing processes;

- Serve as peer mentor or recommend an appropriate faculty for classroom observations of and provide feedback to faculty within the department;

- Coordinate departmental program development and review processes, curricular changes, and accreditation self-studies with the Instructional Director;

• Make departmental budget recommendations to the Instructional Director; and,

• Lead department meetings; regularly attend Department Chairs meetings.

Academic Standards Committee Scope:

• Grade or grading policy;

• Policy on grade categories of incomplete, pass/no-pass, or audit;

• Policy on articulation agreement(s) with other post secondary institutions;

• Standards, prerequisites, or minimum qualifications for admission to credit classes;

• Degree and Certificate standards;

• Faculty qualifications to teach credit courses; and

• The procedures necessary to establish or maintain policies.

Curriculum Committee Scope:

• Review appropriateness and integrity of course and program offerings;

• Approve initial course/program development, changes and deletions; and,

• Analyze congruence between content and credits, rigor and overall effects of course/program.

Requirements of the Associate of General Studies Degree:

The Associate of General Studies Degree is designed for students wishing to acquire a broad education, rather than pursuing a specific college major or career program. Course work may include courses selected from a variety of technical and college transfer courses. Because of the flexibility of this degree, it may not fulfill requirements for transfer to a four year institution. Students are responsible for checking with the college of their choice if transferability is desired. Students should consult a Columbia Gorge Community College advisor in selecting appropriate courses. Degree candidates must complete at least 90 transferable credit hours.

Core Requirements:

Writing:	4 Credits	WR 121 (with a grade of C or better)
Math:	4 Credits	MTH 65 (with a grade of C or better)

General Ed: 16 Credits Requirements follow:

- At least one course in each of the 3 categories:
    - o Arts & Letters
    - o Social Sciences
    - o Science, Mathematics, & Computer Science
- No more than 8 credits in any one category
- A maximum of 8 credits from a subject area (i.e. BI, ENG, PSY)

Comprehensive Credit and GPA Requirements for the AGS Degree:

- Earn a minimum of 90 credits which count towards an associate degree.
- Earn a minimum of 30 credits transcripted by CGCC to establish residency. Non-traditional credit, credit transferred from another institution or credit earned throughout the course challenge process may not be used to establish the 30-credit residency requirement and the student petition process may not be used to waive the residency requirement.
- Twenty-four (24) of the credits earned at CGCC must apply to the degree.
- Minimum GPA of 2.0

The following limitations apply:

- No more than 12 credits of Cooperative Education courses.
- No more than 9 credits of special topics courses (courses numbers 199-199Z and 299-299Z).
- No more than 24 credits of English for Speakers of Other Languages.
- Developmental Education courses may not be applied to the degree.
- With the exception of BI 55, course numbers beginning with a zero may not be applied to the degree.
- No more than 12 credits of SP 270.
- Maximum of 6 credits (100 level and above) of PE may apply to the degree.
- Maximum of 6 credits of one-credit MSD workshops may apply to the degree.
- Math 30 or higher may be used as elective credit.

COURSES:

Arts & Letters

ART 101, 102. . . . . Introduction to Art
ART 115, 116, 117 . . . . . Basic Design
ART 231 . . . . . Drawing
ART 253, 256. . . . . Ceramics I, II
ART 281 . . . . . Painting
ART 284. . . . . Watercolor I
ART 287 . . . . . Watercolor II
ART 292. . . . . Sculpture: Mixed Media

ART 293 . . . . . Sculpture
ENG 104, 105, 106 . . . . . Introduction to Literature
ENG 204, 205 . . . . . Survey of English Literature
ENG 214 . . . . . Literature of the Northwest
ENG 240 . . . . . Native American Literature
ENG 250 . . . . . Intro to Folklore and Mythology
ENG 253, 254 . . . . . Survey of American Literature
ENG 260 . . . . . Introduction to Women Writers
JPN 101, 102, 103 . . . . . First Year Japanese
JPN 201, 202, 203. . . . . Second Year Japanese
MUS 105. . . . . Music Appreciation
MUS 108 . . . . . Music Cultures of the World
MUS 110 . . . . . Fundamentals of Music
PHL 201, 202. . . . . Introduction to Philosophy
PHL 204 . . . . . Philosophy of Religion
PHL 205 . . . . . Biomedical Ethics
SP 111, 112 . . . . . Fundamentals of Speech
SP 140 . . . . . Intercultural Communication
SP 215 . . . . . Small Group Communication
SPA 101, 102, 103. . . . . First Year Spanish
SPA 201, 202, 203 . . . . . Second Year Spanish
SPA 270, 271, 272. . . . . Readings in Spanish Literature
TA 101 . . . . . Theater Appreciation
TA 180C. . . . . Theater Rehearsal and Performance
WR 240, 241, 242, 243 . . . . . Creative Writing
WS 101. . . . . Women's Studies

Social Science

ATH 101, 102, 103 . . . . . Anthropology
EC 200, 201, 202 . . . . . Principles of Economics
HEC 226 . . . . . Child Development
HST 101, 102, 103. . . . . Western Civilization
HST 104, 105, 106. . . . . History of Eastern Civilization
HST 201, 202, 203 . . . . . History of the U.S.
HST 204, 205, 206 . . . . . History of Women in the U.S.
HST 218. . . . . Native American Indian History
HST 225 . . . . . History of Women, Sex, and the Family
HST 270. . . . . History of Mexico
PS 201, 202. . . . . U.S. Government
PS 203 . . . . . State and Local Government
PS 204 . . . . . Comparative Political Systems
PS 205 . . . . . Global Politics: Conflict & Cooperation
PS 211 . . . . . Peace and Conflict
PS 220 . . . . . U.S. Foreign Policy
PSY 201, 202 . . . . . General Psychology

PSY 201A, 202A . . . . . General Psychology
PSY 215 . . . . . Human Development
PSY 222 . . . . . Family & Intimate Relationships
PSY 231, 232 . . . . . Human Sexuality
PSY 239 . . . . . Introduction to Abnormal Psychology
PSY 240. . . . . Personal Awareness and Growth
SOC 204, 205, 206 . . . . . General Sociology
SOC 218. . . . . Sociology of Gender
SOC 231 . . . . . Sociology of Health and Aging
SOC 232 . . . . . Death and Dying: Culture and Issues
WS 101 . . . . . Women's Studies

Science, Mathematics & Computer Science

BI 101, 101B, 102, 103 . . . . . Biology
BI 112 . . . . . Cell Biology for Health Occupations
BI 141, 142, 143 . . . . . Habitats
BI 231, 232, 233 . . . . . Human Anatomy & Physiology
BI 234 . . . . . Microbiology
CH 100 . . . . . Fundamentals of Chemistry
CH 104, 105, 106. . . . . General Chemistry
CH 221, 222, 223. . . . . General Chemistry
CIS 120, 121 . . . . . Computer Concepts, I, II
CIS 122 . . . . . Software Design
ESR 171, 172, 173 . . . . . Environmental Science
FN 225. . . . . Nutrition
G 201, 202 . . . . . Physical Geology
G 203 . . . . . Historical Geology
GS 106, 108, 109 . . . . . Physical Science
MTH 105 . . . . . Explorations In Mathematics
MTH 111A, 111C . . . . . College Algebra
MTH 112 . . . . . Elementary Functions
MTH 211, 212, 213 . . . . . Foundations of Elementary Math I, II, III
MTH 243, 244 . . . . . Statistics I, II
MTH 251, 252, 253 . . . . . Calculus I, II, III
MTH 254 . . . . . Vector Calculus
PHY 201, 202, 203. . . . . General Physics
PHY 211, 212, 213. . . . . General Physics (Calculus)

Science Courses

100-level classes serving as prerequisites for 200-level courses illustrate a sequential progression through the General Education Program of CGCC. As such, a baseline analysis of a typical series of classes was conducted in January of 2011. Cell Biology for Health Occupations (BI 112) is a required prerequisite for students wishing to take the Human Anatomy and Physiology course sequence (BI 231, BI 232, BI 233). In turn, the Anatomy sequence is a requirement of students wishing to enter CGCC's Nursing Program. It was decided to examine the relationship between student success in BI 112 and BI 231. Further, the progression of students through the Human Anatomy and Physiology sequence was also reviewed.
Data of student success for BI 112, BI 231, BI 232, and BI 233 (passing the course with a 'C' or better grade) was collected for three academic years (2007/08 – 2009/10).

Progression from BI 112 to BI 231

	BI 112 enrollment	BI 112 Successful	% successful		Of the successful in BI 112, number who reg'd in BI 231	% reg'd in BI 231		Of those who reg'd number successful	% successful
2007-08	51	34	67%		23	68%		21	91%
2008-09	94	66	70%		50	76%		36	72%
2009-10	145	107	74%		65	61%		48	74%

Another way of looking at it:

	BI 112 enrollment	Number of BI 112 students who were successful in BI 231	% of BI 112 successful in BI 231
2007-08	51	21	41.2%
2008-09	94	36	38.3%
2009-10	145	48	33.1%

Table 1

Progression from BI 231 to BI 233															
	BI 231 enroll-ment	BI 231 Successful	% successful		Of the successful in BI 231, number who reg'd in BI 232	% reg'd in BI 232		Of those who reg'd in BI 232 number successful	% successful		Of the successful in BI 232, number who reg'd in BI 233	% reg'd in BI 232		Of those who reg'd in BI 233 number successful	% successful
2007-08	72	46	64%		43	93%		41	95%		35	85%		34	97%
2008-09	65	54	83%		49	89%		44	92%		40	91%		32	80%
2009-10	99	63	64%		54	86%		46	85%		45	98%		42	93%
Another way of looking at it:															
	BI 231 enroll - ment	Number of BI 231 students who were successful in BI 233	% of BI 231 students successful in BI 233												
2007-08	72	34	47.2%												
2008-09	65	32	49.2%												
2009-10	99	42	42.4%												

Table 2

Results from Table 1 show a success rate of 70.3% for a total of 290 BI 112 students who entered the course over the three academic years. Nearly as high a percentage of the successful students in turn registered for BI 231 (68.3%). Of those who did register for BI 231, 79% were successful in that course as shown in Table 2. For all students (averaged over the three academic years) who attempted the Human Anatomy course sequence, the rate of success remained high and increased over the sequence, with BI 231 at 70.3%, BI 232 at 90.6%, and BI 233 at 90.0%.

Although the data set is limited, the trends show that students entering BI 231 after successfully completing BI 112 are generally successful in BI 231. Further, the rate of success tends to increase as

students continue with the sequence. An area that could be logically targeted for improvement would be the percentage of those who are successful in BI 112.

Math Courses

Mathematics departments at community colleges are faced with the task of developing in students the skills necessary to succeed in college level math and science courses. For math, this equates to Math 111C, college algebra. The difficulty for students, depending on their starting level, is the number of classes required to reach this level. To put this in perspective, Math 20 is about grade level 7 or 8. Math 111C, on the other hand, is grade level 12. That means a student starting in Math 20 has to advance 4 grade levels in 4 classes, or about one academic year.

While students could possibly enter at any point, there are four typical starting points: Math 20, Math 60, Math 95, and Math 111C. In January, 2011, data was compiled for students in one such class, Math 20, showing how students faired as they moved from one class to the next. As Table 3 shows, success rates generally are in the 70% range. In Math 95, students were particularly successful at 90%. These numbers will generate some discussion amongst math faculty as Math 95 is generally considered to be the most difficult class in the sequence. Another number that warrants further discussion is the percentage of Math 20 students who take Math 60. There are almost no programs offered at CGCC for which Math 20 will suffice. It will be interesting to see if these students take Math 60 at a later date, though that would be contrary to advice from math faculty and advisors alike.

Table 4 is a compilation showing the success rate of all Math 60 students in two different terms. This serves as a comparison to just those students who enrolled in Math 60 after taking Math 20. The data in these cases do not represent the same students, but there are enough students that the comparison is valid. This number (74%), surprisingly, is higher that that shown in the Table 2 (69%). However, Table 5 shows the success rate of Math 20 students in Math 60 over a longer period of time, and those numbers compare well with 74%.

The last number shown in the Table 2, the percent of Math 20 students who continue through to, and succeed in Math 111C is very low: 6%. That fits the general trend well, as the data show that at each step about 25% of the students do not continue. Of the students we serve, very few are interested in college transfer, and in fact only one of our programs (the RET program) requires math above Math 95.

Math curriculum through the sophomore level is entirely sequential, therefore upon independent accreditation all math courses will include an outcome addressing students' ability to succeed in the next math class. To that end, data of the sort shown here will be collected for all math classes so that, for example, we can see how Math 65 students that take Math 95 do compared to all Math 95 students.

Progression from MTH 20 to Higher levels of Math

	MTH 20 enrollment	MTH 20 Successful	% successful		Of the successful in MTH 20, number who reg'd in MTH 60	% reg'd in MTH 60		Of those who reg'd in MTH 60 number successful	% successful		Of the successful in MTH 60, number who reg'd in MTH 65	% reg'd in MTH 65		Of those who reg'd in MTH 65 number successful	% successful		Of the successful in MTH 65, number who reg'd in MTH 95	% reg'd in MTH 95		Of those who reg'd in MTH 95 number successful	% successful		Of the successful in MTH 95, number who reg'd in MTH 111C	% reg'd in MTH 111C		Of those who reg'd in MTH 111C number successful	% successful
2008-09	199	156	78%		112	71.8%		78	69.6%		66	84.6%		48	72.7%		31	64.6%		28	90.3%		17	60.7%		12	70.6%

Another way of looking at it:

	MTH 20 enrollment	MTH 60 enrollment (of those successful in previous class)	MTH 65 enrollment (of those successful in previous class)		MTH 95 enrollment (of those successful in previous class)	MTH 111C enrollment (of those successful in previous class)		
2008-09	199	112	66		31	17		NOTE: 8.5% of students who started in MTH 20 enrolled in MTH 111C
Successful	156	78	48		28	12		NOTE: 6.0% of students who started in MTH 20 were successful in MTH 111C

Table 3

Fall 2009			
Course	**enrolled--1st day of term**	**enrolled--Monday of 3rd week**	**# successful (A-C or P)**
MTH60	29	26	17
MTH60	29	30	20
MTH60	29	31	21
MTH60	25	23	17
MTH60	29	28	24
Fall 2010			
MTH60	29	31	23
MTH60	28	29	17
MTH60	26	25	18
MTH60	29	28	25
MTH60	29	30	26
Totals:	**282**	**281**	**208**
		Percent Successful (208/281)	74.02%

Table 4

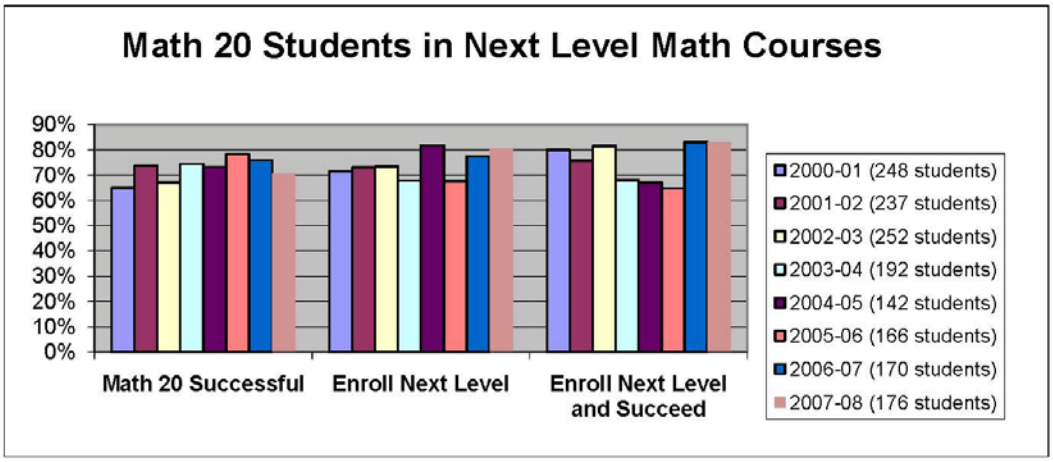
INSTITUTIONAL EFFECTIVENESS

Basic Skills

Indicator Students move successfully from Developmental Education classes to enrollment in next level math courses

Measure Percentage of Math 20 students who succeed in next-level math courses*

*This number includes only those students who completed Math 20 successfully and enrolled in a next level math course.



72.3% (average) of students in Math 20 were successful

74.2% (average) of the successful Math 20 students registered in the next level math course

75.4% (average) of the students who enrolled in the next level math course were successful

Table 5

Writing Courses

Prior to receiving their degree, all students in the General Education Program are required to demonstrate competency in writing which can be done by successfully completing WR 121 or by successully completing a writing course for which WR 121 is a prerequisite.

Progression from WR 90 to higher WR classes

	WR 90 enroll-ment	WR 90 Successful	% successful		Of the successful in WR 90, number who reg'd in WR 115	% reg'd in WR 115		Of those who reg'd in WR 115 number successful	% successful		Of the successful in WR 115, number who reg'd in WR 121	% reg'd in WR 121		Of those who reg'd in WR 121 number successful	% successful
2008-09	137	110	80.3%		74	67.3%		55	74.3%		37	67.3%		33	89.2%
					NOTE: 17 students skipped WR 115 and went directly into WR 121: of these 17, 14 were successful (82.4%)										

Another way of looking at it:

	WR 90 enroll-ment	Number of WR 90 students who were successful in WR 121	% of WR 90 students successful in WR 121
2008-09	137	55	40.1%

Table 6

Upon viewing data from Table 6, one can see that students in the individual writing courses succeed at a fairly consistent rate: 80.3 % of students in WR 90 succeed with a grade of C or better; 74.3 % of students in WR 115 succeed with a grade of C or better; and, 89.2 % of students in WR 121 succeed with a grade of C or better. What seems problematic, however, is that of the initial 137 students enrolled in WR 90 during the 2008-09 academic year, only 37 of those students enrolled in

WR 121. It may be true that some of these students enrolled in WR 121 at a later date, but as writing faculty encourage students to take the writing classes in the sequence as near in time as possible, this still presents a problem of attrition. It is suggested that prior to the next General Education Program Self-Study that a survey be taken of students during their last week of WR 115 to ascertain when they plan on taking WR 121.

There is discussion among writing faculty regarding the special needs of ESOL students in the writing sequence classes beginning with WR 90. Although any evidence is anectdotal, it seems that ESOL students are not quite ready for WR 90, and thus they are in a constant mode of trying to catch up and are not as prepared for WR 115 and WR 121 as they should be. The problems they face are not only of syntax and diction but also of cultural reference so that in a discussion based on a required reading, for example, the ESOL students may not have the cultural background their native-speaking peers have, leaving them once again behind.

To mitigate this problem, it is suggested that writing faculty and ESOL faculty work together to create a "bridge class" that would span the gap between the ESOL classes and WR 90. Such a class may help improve the success rate of ESOL students in WR 90 classes. A survey delineating the success rates of both native and non-native speakers of English in WR 90 also would be useful.

Table 7 reveals that only 68.4% of students moving from developmental education succeeded in WR 90. This suggests a problem similar to that of ESOL students moving into WR 90, and it may be helpful for WR 90 instructors and Pre-college writing instructors to meet to discuss this transition.

In the Fall of 2012, the college will be able to track individual students through the National Student Clearing House which will help answer some of the questions as of now unaddressed.

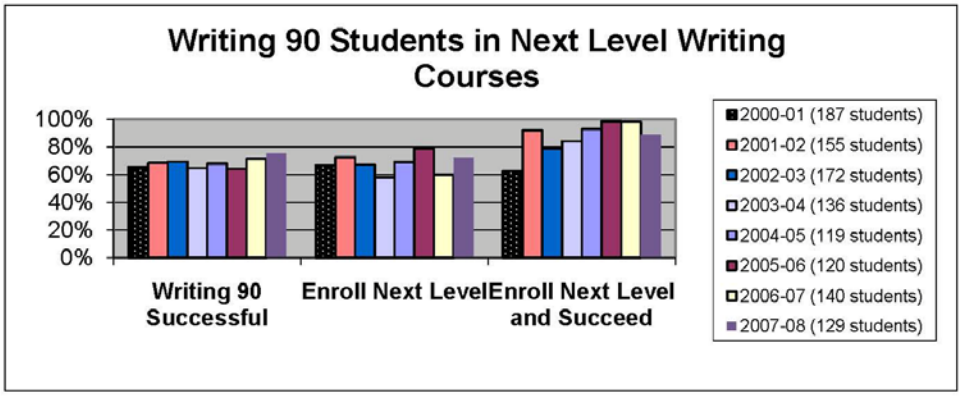
INSTITUTIONAL EFFECTIVENESS

Basic Skills

Indicator Students move successfully from Developmental Education classes to enrollment in next level writing courses

Measure Percentage of Writing 90 students who succeed in next-level writing courses*

*This number includes only those students who completed Writing 90 successfully and enrolled in a next level writing course.



68.4% (average) of students in Writing 90 were successful

68.1% (average) of the successful Writing 90 students registered in the next level writing course

87.0% (average) of the students who enrolled in the next level writing course were successful

Table 7

Library Instruction

Since the creation of the position of Public Services Librarian in 2006, library instruction has helped the college's students in areas of critical thinking and research methodology; however, with the termination of this position in 2011 due to budget cuts, it will be difficult to continue to increase the number of courses receiving this specialized instruction. If possible, it would benefit the students to require such instruction in all writing classes from WR 115 through WR 122. The college was on the trend of increasing such instruction in writing classes as can be seen from Tables 8 & 9 wherein the number of library instruction sessions in these classes increased by almost fifty percent over the span of one academic year. It is suggested that the Writing, Literature and Foreign Language Department discuss the possibility of requiring library instruction in the aforementioned classes.

Library Instruction Statistics

2008-09

Dept.	# of Sessions
AD	1
BA	1
BI	0
CG	20
ED	1
ENG	4
ESOL	0
GED	1
PSY	1
RD	9
WR	11
WS	1
TOTAL	**50**

Table 8

2009-10
200

Dept.	# of Sessions
AD	1
BA	2
BI	2
CG	11
ED	0
ECE	2
ENG	2
ESOL	3
G (Geo)	1
NUR	2
PSY	1
RD	6
Reading Prep	2
WR	19
WS	0
TOTAL	**54**

Table 9

Oversight of General Education Requirements

The 2008-09 College Catalog section entitled "Degrees and Programs" includes program requirements, CGCC's philosophy statement, core outcomes, recent prerequisite changes, and specific degree requirements and options. From these descriptions, it is clear that not only are offerings included from the humanities and fine arts, the natural sciences, mathematics, and the social sciences, but also that a broad selection from each is required for degree or certificate completion. The Degrees and Certificates Committee of PCC's Education Advisory Committee is primarily responsible for the oversight of the general philosophy and specific requirements for all degrees and certificates offered. CGCC has crafted its own educational philosophy as well as five core outcomes. The Educational Philosophy Statement is:

CGCC is committed to offering a flexible and high quality educational environment providing opportunities for our students to achieve their diverse educational goals.

The core outcomes are as follows:

Communication:

Students will communicate effectively orally and in writing, using appropriate language

and modality.

Critical Thinking and Problem Solving:

Students will creatively solve problems by using discipline-related and relevant methods of research, personal reflection, reasoning, and evaluation of information.

Professional Competence:

Students will acquire the necessary skills to perform the tasks required for either transfer to a four year college program or employment.

Cultural Awareness:

Students will cultivate a respect for diverse cultural perspectives.

Community and Environmental Responsibility:

Students will address the consequences of human activity upon our social and natural world through their respective discipline.

Students:

CGCC's General Education Students include students working on AAOT (Associate of Arts Oregon Transfer) and AS (Associate of Science Oregon Transfer) degrees. This student body consists of:

- 442 Unduplicated Students (22.3 % of all credit students)
- 65.4% Female Students (slightly higher than the 64.0% of all credit students)
- 211 (47.7%) Full-time Students at least one term of the year (compared to 31.3% of all credit students)

The average age of all General Education Program students is 25.9 (both full time and part time). This is two years younger than the average age of all full-time students, regardless of major.

These students' areas of residency:

Wasco County:	43.5% (compared to all students: 40.0%)
Hood River County:	30.4% (compared to all students: 32.3%)
Washington:	23.1% (compared to all students: 17.9%)
Other Oregon:	2.9% (compared to all students: 9.8%)

NOTE: The above information does not include those students working on AAOT or AS degrees

who have indicated they are doing pre-requisites for the nursing or RET programs, but it does include those with AAOT and AS majors who are in college now, including students with classes at the high schools where students earn college credit.

Table 10 reveals that General Education courses support not only those students working towards an Associate of General Studies Degree, but also students working toward the Associate of Science, the Associate of Arts Oregon Transfer, and the Associate of Science-Business Transfer degrees. Thus, courses offered in the General Education Program support a wide range of students.

Fall term 2009: Enrollment in General Education courses by student major								
(KC: 9-29-10)								
Student Major		**Gen Ed discipline**						
		Arts & Humanities	Math (100 or greater)	Math (less than 100)	Science	Social Science	Writing Composition (121 or higher)	Writing (115 or lower)
Prof/Tech programs								
Accounting		2	0	14	2	3	2	4
Administrative Assistant		2	0	10	0	1	3	5
Computer Applications/Office Systems		0	0	4	0	0	0	2
Computer Information Systems		1	0	1	0	0	0	0
Early Childhood Education		8	0	13	3	6	7	2
Education		0	1	0	1	0	1	0
EMT		2	0	0	7	1	4	0
Juvenile Corrections		3	1	2	1	4	0	0
Management		3	1	10	5	10	5	9
Marketing		1	0	0	5	0	0	2
Medical Assisting		1	1	1	2	0	1	0
Nursing		4	0	2	4	1	0	0
Pre- Medical Assisting		0	0	1	0	1	0	0
Pre- Rad Tech		9	0	8	7	3	5	4
Pre-Nursing		24	1	64	96	44	27	16
Pre-RET		14	7	59	6	9	18	21
RET		4	29	7	18	2	2	2
TOTAL		**78**	**41**	**196**	**157**	**85**	**75**	**67**
General degrees								
Associate of Science		28	6	44	35	25	26	13
Associate of General Studies		50	4	61	31	36	19	29
Associate of Arts Oregon Transfer		137	30	96	71	89	66	30
Associate of Science--Business Transfer		4	2	7	4	5	5	0
Undeclared		27	4	13	34	25	20	10
TOTAL		**246**	**46**	**221**	**175**	**180**	**136**	**82**
Note: students may be enrolled in more than one class/discipline								

Table 10

Table 11 shows an upward trend of the number of Associate of General Studies degrees granted by the college with just 11 such degrees granted in 2000 and 61 such degrees granted in 2009. Of the 163 Associate degrees awarded in 2009, 37.4% were Associate of General Studies degrees.

INSTITUTIONAL EFFECTIVENESS

Completion of Educational Goal

Indicator Students successfully complete the requirements for a degree or certificate

Measure Number of CGCC students who earn degrees and certificates

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Certificates										
One-Year or Less	11	17	33	45	41	48	43	33	67	76
Degrees										
Associate of Arts, Oregon Transfer	17	19	15	28	27	16	27	19	34	33
Associate of Science	12	15	8	14	14	9	28	19	25	21
Associate of General Studies	11	16	7	28	31	56	61	37	39	61
Associate of Applied Science	9	5	20	61	47	34	43	27	34	48
Total	49	55	50	131	119	115	159	102	132	163
High School Diplomas	6	12	5	5	7	4	4	4	2	5
GED Certificate	57	75	59	69	66	71	72	51	41	48
Total High School Completion	63	87	64	74	73	74	76	55	43	53
Total Degrees/Certificates Awarded	**123**	**159**	**147**	**250**	**233**	**238**	**278**	**190**	**242**	**292**

Table 11

Table 12 compares the grades of all community college transfer students with CGCC students transferring to an OUS school in 2008-09. While one cannot apply comparative statistics to a sample this small, it is still worth noting that in every discipline save mathematics, CGCC students' grades were lower than their counterparts from other community colleges. This suggests that in disciplines other than mathematics, CGCC might not be preparing its students as well as other community colleges, something that calls for further study. The biggest discrepancy falls under the discipline of Foreign Languages, a gap of .66 GPA followed by English Composition with a gap of .52 GPA.

Grade comparison of 07-08 CGCC students who transferred to OUS school in 08-09							
(KC: September 22, 2010)							
		Number of students		**All community college transfers**	**CGCC students**	**Continuing students**	**1st year freshman**
All OUS courses		90		3.05	2.85	3.08	2.93
Math courses		37		2.55	2.63	2.53	2.53
Arts & literature		51		3.13	2.95	3.19	2.97
Science		38		2.77	2.63	2.81	2.74
Social Science		61		3.00	2.76	3.02	2.83
English Composition		13		3.19	2.67	3.20	3.18
Foreign languages		11		3.16	2.50	3.15	3.26

Table 12

Faculty:

The General Education Program at CGCC has a total of eighty-one instructors. Twelve have earned doctorates and sixty-one others have received Master's degrees. Five others have received bachelor's degrees and three have professional certifications.

CGGC uses identical hiring standards for full-time and adjunct faculty for lower division collegiate courses established by PCC and required by ORS 341.535 Qualifications of Faculty, and in OAR 589-008-0100 Guidelines for Formation of Community College Personnel Policies. These

statutes and administrative rules state that the lower division credit instructors must have a Masters degree in the content area or a minimum of 30 graduate credits in the subject.

Conclusion:

All courses in the General Education Program were designed by Portland Community College, and PCC's Course Content Outcome Guidelines are now being reviewed by CGCC faculty as the College goes through the accreditation process. While current course offerings meet General Education Program needs, it remains to be seen what changes may be made regarding content and outcomes. A self-study of the General Education Program will be undertaken again in five years and as the college will have hired an Institutional Researcher, it will be even more data driven.

With that said, while undertaking this self-study the authors have been reminded of the importance of a liberal education. As Debra Humpreys writes in her pamphlet *Making the Case of Liberal Education: Responding to Challenges* (Association of American Colleges and Universities 2006):

Our nation's economic competitiveness depends on today's college students achieving a much more complex set of skills and capacities than was required in earlier years. Investing in liberal education will pay off for the individual students and for the nation as a whole. For individual students, focusing on long-term professional goals rather than the starting salary they might receive in their first job is essential to their own success. It is far more important for students to develop transferable skills and capacities than to choose a "hot" major in a field that will quickly either cool or be replaced by other priority fields. For the nation as a whole, having a workforce that is able to respond to changing economic demands is also essential. Liberal education prepares students to understand the implications of our current global interdependence and to grasp complex problems and find innovative solutions. At a time when the United States faces growing international competition, these skills can give our country an economic edge.

Note: The next Community College Survey of Student Engagement (CCSSE) will be conducted in Spring 2011, and the next Survey of Entering New Student Engagement (SENSE) will be conducted in Fall 2012.

The Authors:

John Copp, Chair, Business and Social Science Department
John Evans, Chair, Math Department
Richard Parker, Chair, Arts and Humanities Department
Dan Ropek, Chair, Science Department
Tim Schell, Chair, Writing, Literature and Foreign Language Department