

Maine Community College System
Five Year Program Review

College: Central Maine Community College
CIP: 13.0101
Review team: Margaret Brewer, Brianna Doyle, Tia Zukowski, Eric Berg, Richard Bolding, Roger Philippon
Date: January 2021

Program: Education
Credential(s): Associate in Science (AS)
Period of review: AY1718-AY1920

Program Overview:

1) **Program description** (*from the most recent college catalog*):

The Associate in Science Degree in Education program prepares students for transfer to baccalaureate degree granting institutions to become education technicians, certified teachers or to provide continuing education to certified teachers in PreK-12 education school settings.

2) **Program Learning Outcomes: all program learning outcomes are expected to be assessed within the five-year cycle. Please attach an Assessment Data and Reflection Template for each program learning outcome. Explain how the department used the assessment results to improve teaching, learning, and the curriculum.**

List the program learning outcomes:	Method of assessment: list the courses and activities/assignments used to assess the learning outcomes
<ol style="list-style-type: none"> 1. Demonstrate understanding of how students learn and develop to plan learning opportunities that support a student’s physical, cognitive and social/emotional development. 2. Use a variety of instructional strategies to meet the diverse learning needs of students and to encourage critical thinking and problem solving. 3. Describe the principles of extrinsic and intrinsic motivation and use specific management strategies to create a learning environment that fosters positive social interaction and engagement in meaningful learning experiences. 4. Recognize that students differ in their approaches to learning and create learning opportunities that are modified and adapted to diverse learners. 5. Plan lessons and activities that are based on knowledge of the subject matter, knowledge of the individual students and knowledge of the State and/or National standards. 6. Recognize the appropriate formal and informal assessment strategies to inform curricula decisions, adjust instruction and evaluate learning outcomes that are matched to the physical, cognitive and social/emotional needs of individual students. 7. Reflect on their practices to continually evaluate the effects of planning and decisions made and to seek opportunities to grow professionally. 	Please see attached Five-Year Assessment Plan for Student Learning Outcomes.

8. Demonstrate ethical behavior when interacting with students, school colleagues, families and professional agencies to support students' learning and well-being.	
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3) Credentials Awarded within the IPEDS year, i.e. July 1-June 30:

Credentials Awarded					
Credential	AY1516	AY1617	AY1718	AY1819	AY1920
AS				7	10

4) Program Graduates Employed: This was a new program in 2016. There are not enough graduates in the cohort for wage data comparison.

Number of Completers with any Wage Data	--
% of Completers with any Wage Data	--
# of Completers with First Year Earnings	--
Median First Year Earnings	--

5) Partnerships, collaborations, associations and memberships

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

<i>Date(s) of Meeting</i>	<i># of college attendees</i>	<i># of Non-college attendees</i>
05/02/2018	1	6
11/17/2019	1	11
05/20/2020	2	5

b) Program external accreditation, associations, and memberships (if applicable):

n/a

6) Other Indicators of student success, direct and/or indirect, which may include:

	AY1516	AY1617	AY1718	AY1819	AY1920
Licensure/certification pass rates (if applicable)					
Program Advisory Committee Member Survey (on scale of 1-5 averaged):					
Program Curriculum					5
Technical currency of the program					5
Preparation of program graduates for work in the field					4.5
Communication from program administration/faculty					5
Overall quality of the program					5
Other (please specify):					

7) Student demographics:

Admissions					
	AY1516	AY1617	AY1718	AY1819	AY1920
Fall Applications			32	51	62
% chg in Fall Applicants from PY			--	59%	22%
Enrolled (Yield)			9	22	23
% chg in Enrolled from PY			--	144%	5%

Student Enrollment ¹					
	AY1516	AY1617	AY1718	AY1819	AY1920
Unduplicated Headcount Enrolled in Program			19	41	48
% chg in Headcount from PY			--	116%	17%
Enrolled Credit Hours			218	439	576
% chg in Credit hours from PY			--	101%	31%
FTE			15	29	38
% chg in FTE from PY			---	93%	31%

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

Student Success					
Cohort Year	AY1516	AY1617	AY1718	AY1819	AY1920
Cohort Enrollment			23	40	49
Retained to the next semester			57%	55%	57%
Retained to the next year			48%	33%	27%
Graduation Rates					
100% of program time			30%	15%	
150% of program time			39%		
200% of program time					
Transfer Rate (non-graduates) ²			13%	23%	6%
Transfer Rate (graduates)			26%	3%	
Enrolled in Another Program ²					
Graduated from Another Program ²			4%	8%	

². Determined at the maximum graduation point in this table, i.e. 200%

8) Strengths, challenges, and planned steps for continuous improvement: In your summary assessment you should reference sections of this review that informs the plan.

Strengths

- Two full-time faculty members, hired within the last three years, provide a fresh perspective on student support, retention, and transfer.
- The newest full-time faculty member has public school teaching experience, as well as a strong coaching background. This instructor is teaching the three core program EDU courses, providing consistency in course delivery and advising; previously these were taught by various adjunct faculty members.

- Two sections of EDU 101 Introduction to Education and EDU 150 Pathways to Teacher Certification were offered during the 2020-21 school year. To better serve student needs and schedules, one section was offered during the day and one section was offered as an evening class on different days.
- The ECE and EDU advisory committees are combined. Faculty has found that this provides rich discussion and sharing of ideas during meetings. The advisory committee continually emphasizes the impact and support education students can have on students from birth through high school.
- Advising Pathway courses allow students to choose courses based on their teaching focus and their four-year transfer program plan.
- An ECE/EDU specific LER course provides students the opportunity to begin their professional program portfolio and connect with their peers.
- A wide array of course offerings are available to retain student interest in this program. Some of these include: Fundamentals of Educating Students with Special Needs, Adverse Early Childhood Experiences & Resilience, and Social Justice and Diversity in the Classroom.
- Education students have a high-level of access to advising support. The students are advised by the Program Chair and one other full-time instructor allowing for personalized attention. Students can also meet with Learning and Advising Center (LAC) specialists who are professional, full-time advisors. These advisors serve as back up advisors to students in all programs at the College.
- The Math & Science Center and the Writing Center are available for academic assistance and tutoring. Tutoring is available online with synchronous and asynchronous options, and in times outside of COVID-19, all tutoring is available face-to-face in a group or individual setting. Additionally, the Centers provide a paid work opportunity for students who excel in these subject areas, further strengthening those students' connection to the College.
- The student Education Club is an asset in drawing attention to the program and helps enrich the campus community through participation in Student Services events and special events such as Touch-A-Truck.

Challenges

- Faculty have found that approximately 30% of students self-advise and are unaware how to utilize Advising Pathway courses and electives to support their further educational goals.
- There are fewer required EDU courses in the EDU program than in ECE. As a result, students see their EDU instructors less often. Student advising in ECE is often done before and after class meetings; EDU students miss out on this consistent interaction and opportunity to work with their advisor.
- The program currently only offers students one formal articulation agreement. This is a barrier to recruitment and limits transfer options for students.
- Data shows that 9% of students take longer than four semesters to complete the program due to developmental course requirements. Many students work and are unable to attend full time which potentially extends the program completion as well.
- Data gathered from assessments given in EDU 101, EDU 150, and EDU 185 has not been compiled and reviewed in an electronic format.
- COVID-19 has limited the activities for the Education Club. The club is a key participant in the Touch-A-Truck event held each spring on campus; club members collect children's books for the Touch-A-Truck book table. The 2020 event was cancelled due to COVID-19 restrictions. It is challenging for the club to find ways to contribute to the community in a virtual setting.

Planned Steps for Improvement

- Faculty will provide Advising Pathway course suggestions based on teacher certification, which will be listed in the college catalog, similar to those listed in the Business Administration and Management program. This will assist advisors when working with students and provide guidance to students that self-advise.
- The common program assessment is currently split in two as an ECE/EDU portfolio. The faculty is developing two separate portfolios to be completed and implemented by the fall 2021 semester. The EDU portfolio will be utilized and students will add to their portfolio during the spring EDU 150 course.
- Continue ongoing promotion of substitute teaching and volunteer opportunities in schools for students to gain experience while earning their degree.
- Seek articulation agreements with several Maine colleges including: Saint Joseph's College, University of Maine Augusta, University of Southern Maine, and Thomas College.
- Assess the need for the creation of a secondary education pathway.
- Utilize Brightspace to collect and organize assessment data in an electronic format.

Five-year Assessment Plan for Student Learning Outcomes

Education

January 2021

Name of Program or General Education Domain

Date

Learning goal (as appropriate):

Student learning outcomes:	Academic year during which assessment will occur	Source(s) and type of assessment artifact(s) that will be collected (e.g.: embedded questioning, capstone assignments, standardized testing, performance observation, portfolio reviews, etc.)	Method(s) to be used for assessing artifact(s)	Assessment Goal (targets/criteria) for direct measure	Assessment Outcome (<i>Number of Students Achieving an "acceptable" or better</i>)	Assessment Goal was:		
						Met	Not Met	Pending Review
Demonstrate understanding of how students learn and develop to plan learning opportunities that support a student's physical, cognitive and social/emotional development.	AY1920	Lesson Plans	Instructor Assessment	80%	Assessment tool was given across all sections. Not gathered in an electronic format yet.			✓
Use a variety of instructional strategies to meet the diverse learning needs of students and to encourage critical thinking and problem solving.	AY1920	Lesson Plans	Instructor Assessment	80%	Assessment tool was given across all sections. Not gathered in an electronic format yet.			✓
Describe the principles of extrinsic and intrinsic motivation and uses specific management strategies to create a learning environment	AY1920	Reflections in EDU 101	Instructor Assessment and Feedback	80%	Assessment tool was given across all sections. Not gathered in an			✓

that fosters positive social interaction and engagement in meaningful learning experiences.					electronic format yet.			
Recognize that students differ in their approaches to learning and create learning opportunities that are modified and adapted to diverse learners.	AY1920	Reflections in EDU 185 Teacher Interviews in EDU 185	Instructor Assessment	80%	Assessment tool was given across all sections. Not gathered in an electronic format yet.			✓
Plan lessons and activities that are based on knowledge of the subject matter, knowledge of the individual students and knowledge of the state and/or national standards.	AY1920	Lesson Plans	Instructor Assessment Grading Rubric	80%	Assessment tool was given across all sections. Not gathered in an electronic format yet.			✓
Recognize the appropriate formal and informal assessment strategies to inform curricula decisions, adjust instruction and evaluate learning outcomes that are matched to the physical, cognitive and social/emotional needs of individual students.	AY1920	Discussion Forums	To Be Determined	80%	Assessment tool was given across all sections. Not gathered in an electronic format yet.			✓
Reflect on their practices to continually evaluate the effects of planning and decisions made and to seek opportunities to grow professionally.	AY1920	Education Philosophy Self-Assessments Peer Assessment & Feedback Professional Portfolio	Instructor Assessment Peer Feedback	80%	Assessment tool was given across all sections. Not gathered in an electronic format yet.			✓

Demonstrate ethical behavior when interacting with students, school colleagues, families and professional agencies to support students' learning and well being	AY1920	Job Shadowing in EDU 150 Teacher Interviews Professional Portfolio	Mentor Teachers	80%	Assessment tool was given across all sections. Not gathered in an electronic format yet.			✓
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Most significant assessment findings? (Pedagogical, instructional, curricular changes). Please report on actions taken and on ongoing assessment plans.

- The Education program is only a few years old. The EDU program, within the ECE department, had two instructors retire within the last 18 months. Two new faculty are taking a close look at the program; they seek to link course curricula more closely with student learning outcomes.
- Faculty have determined that there is room for growth and expansion of assessment methods.
- Data from the next several years will be critical in measuring outcomes. Limited data is impeding accurate measurements.
- Learning outcomes 1-6 are assessed in EDU 185. Plans are being made to diversify assignments and assessment methods to meet outcomes.
- Professional portfolio requirements are currently being updated; these will serve as a stronger assessment tool in future EDU 150 sections.
- COVID-19 impacted EDU 150 job shadowing requirements during AY1920 and AY2021. This has led to diverse opportunities that now include both in-person and virtual job shadowing.