

Maine Community College System  
Five Year Program Review

College: Central Maine Community College  
CIP: 03.0208

Program: Conservation Law Enforcement  
Credentials: Associate in Applied Science (AAS) /Certificate

Review Team: David Lewis, Natalee Stotz, Eric Berg, Matthew Tift, Jeff Green, Dave King, Michael Latti, Samantha Wing, Benjamin Farris

Date: June 2026

Period of Review: AY 2021-2024

**Program Overview:**

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

The Associate in Applied Science degree in Conservative Law Enforcement provides students with fundamental knowledge needed to pursue careers involving the protection of natural resources, management of wildlife resources and the enforcement of laws governing these resources. The program combines biological principles with law enforcement practice and theory to provide graduates a background in criminal justice, natural resources law, and wildlife and land conservation.

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"><li>1. Demonstrate an understanding of the sociological and psychological theories of crime causation and evaluation of human behavior.</li><li>2. Demonstrate the ability to apply principles of statutory law and due process within the criminal justice system.</li><li>3. Explain foundational principles of fish and wildlife management and conservation protection.</li><li>4. Discuss conservation law as it relates to state, constitutional law and federal natural resources law.</li><li>5. Identify trends relevant to conservation, environmental, and natural resource issues.</li></ol>	

**3) Credentials Awarded within the IPEDS year, i.e. July 1-June 30:**

Credentials Awarded				
Credential	AY2122	AY2223	AY2324	AY2425
AAS	--	2	6	6
Certificate	1	1	--	--

**4) Program Graduates Employed:**

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**

<i>Date(s) of Meeting</i>	<i># of college attendees</i>	<i># of Non-college attendees</i>
11/06/2025	2	2
10/01/2024	3	4
11/02/2022	2	4
11/04/2021	2	2

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

	AY2122	AY2223	AY2324	AY2425	AY2526
Program Advisory Committee Member Survey (on scale of 1-5 averaged):	--	--	--	--	--
Program Curriculum	--	--	--	--	4.25
Technical currency of the program	--	--	--	--	4.5
Preparation of program graduates for work in the field	--	--	--	--	4
Communication from program administration/faculty	--	--	--	--	4.75
Overall quality of the program	--	--	--	--	4.25
Major Equipment Purchased Recently for this Program with Federal Funds:	--	--	--	--	3.7

\*Committee members only surveyed on the years they are assessed.

7) Student demographics:

Admissions				
Cohort Year	2021	2022	2023	AY2024
AAS				
Fall Applications	8	19	48	42
% Change in Fall Applicants from Prior Year	--	138%	153%	-13%
Enrolled (Yield)	4	10	22	15
% Change from Prior Year	--	150%	120%	-32%
Certificate				
Fall Applications	--	4	2	3
% Change from Prior Year	--	--	-50%	50%

Student Enrollment <sup>1</sup>					
Academic Year	AY2122	AY2223	AY2324	AY2425	AY2526
AAS					
Unduplicated Headcount Enrolled in Program	6	18	35	28	32
% Change in Headcount from Prior Year	--	200%	94%	-20%	14%
Enrolled Credit Hours	73	240	470	379	405
% Change in Credit Hours from Prior Year	--	229%	96%	-19%	7%
FTE	5	16	31	25	27
% Change in FTE from Prior Year	--	229%	96%	-19%	8%
Certificate					
Unduplicated Headcount Enrolled in Program	--	1	--	1	3
% Change in Headcount from Prior Year	--	--	-100%	--	200%
Enrolled Credit Hours	--	14	--	16	42
% Change in Credit Hours from Prior Year	--	--	--	--	162%
FTE	--	1	--	1	3
% Change in FTE from Prior Year	--	--	-100%	--	162%

<sup>1</sup> = students within the program in the fall of the academic year

AAS Student Success					
Cohort Year	AY2122	AY2223	AY2324	AY2425	AY2526
Cohort Enrollment	14	15	31	19	20
Retained to the next semester	71%	60%	55%	68%	0%
Retained to the next year	50%	40%	29%	42%	--
AAS Graduation Rates					
100% of program time	36%	20%	16%		
150% of program time	36%	27%			
200% of program time	36%				
Transfer Rate (non-graduates) <sup>2</sup>	14%				
Transfer Rate (graduates)	14%				
Enrolled in Another Program <sup>2</sup>	7%				
Graduated from Another Program <sup>2</sup>	0%				
Certificate Student Success					
Cohort Enrollment	1	1	1	--	3
Retained to next semester	100%	0%	100%	--	--
Retained to the next year	0%	0%	0%	--	--
Certificate Graduation Rates					
100% of program time	100%	100%	0%	--	
150% of program time	100%	100%	0%	--	
200% of program time	100%	100%	0%		
Transfer Rate (non-graduates) <sup>2</sup>	0%	0%	0%		
Transfer Rate (graduates)	0%	0%	0%		
Enrolled in Another Program <sup>2</sup>	0%	--	--		
Graduated from Another Program <sup>2</sup>	0%	0%	0%		

<sup>2</sup>. 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.**

**Program Strengths:**

- The Conservation Law Enforcement (CNL) program effectively balances theory and practice to keep students engaged. The program's simulation equipment and program space are conducive to providing a hands-on learning experience for students. This differentiates the program from others in the state and region. The program offers a balance of live and in-person offerings and diversity of elective options.
- The CNL program is thriving at the college, due in large part to the hiring of a former Maine Game Warden who focuses on developing the program, fostering connections for students and facilitating special

activities/events. This faculty member instituted the “Conservation Law Enforcement Club”, where students have a variety of extra-curricular activities including fishing/ice fishing, field trips, guest lecture events, etc.

- The full-time and adjunct faculty who teach in the CNL program represent a wealth of experience in the field. As examples, faculty members have work experience with the following organizations: Maine Warden Service, State of Maine Emergency Management Agency; Auburn Police Department; Maine Warden Service; Maine Medical Examiner’s Office, Maine State Police; Lewiston Police; Androscoggin Sheriff’s Department, Androscoggin County District Attorney’s Office.

- The college has made significant investments in the program, adding the Public Service Simulation Center in 2023. This building has allowed the program to thrive with standalone space for simulation training, enhanced feedback with the use of video recording, and a dedicated classroom.

- Collaborative working relationships exist with many organizations including the Maine State Police, Maine Warden Service, Auburn Police, Lewiston Police, and Androscoggin County District Attorney’s Office and are essential to the program. These relationships provide mentorship opportunities for students (e.g., ride-alongs) and are helpful with equipment needs (e.g. hand-me-down equipment) and guest instructors, etc.

- The CRJ program is housed in the Public Service and Social Sciences Department, which promotes cross pollination with Psychology and Social Sciences majors, fostering networking opportunities with other students seeking public service careers and integrated learning with those majors in topics including crisis services, social problems, etc.

- There is a strong relationship with the program advisory board who continuously reviews curriculum so that it remains current with industry practices.

### **Challenges:**

CNL students report to faculty that they find the science courses challenging. Faculty and the Learning and Advising Center work together to connect students with tutoring options through the Math and Science Center.

- Due to the very few four-year institutions that offer conservation law enforcement degrees, the college does not have a standalone transfer agreement (other than block transfer options). The curriculum has been accepted by Southern New Hampshire University in the past. This is an area for improvement that should be explored in the near future.

### **Planned steps for continuous improvement:**

- Program faculty will continue to monitor the challenges students report related to the advanced sciences to determine appropriate adjustments to the curriculum.

- The department will continue to pursue funding for the expansion of the Public Service Simulation Center

- The program will continue to be responsive to societal changes and expectations of law enforcement to be empathetic communicators, effective problem solvers, analytical critical thinkers, and positive agents of community advocacy.

Five-year Assessment Plan for Program Learning Outcomes

Conservation Law

April 2026

Name of Program or General Education Domain

Date

Learning goal:

Program Educational 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 (Number of Students Achieving an "acceptable" or better)	Assessment Goal was:		
						Met	Not Met	Pending Review
<b>CM PLO CNL 1:</b> Demonstrate an understanding of the sociological and psychological theories of crime causation and evaluation of human behavior.	Spring 25/26	Scenarios Performance Observation CNL 260	Rubric	<i>80% of Students pass at 75% or higher</i>	95%	X		
<b>CM PLO CNL 2:</b> Demonstrate the ability to apply principles of statutory law and due process within the criminal justice system.	Spring 25/26	Scenarios Performance Observation CNL 260	Rubric	<i>80% of Students pass at 75% or higher</i>	95%	X		
<b>CM PLO CNL 3:</b> Explain foundational principles of fish and wildlife management	Spring 25/26	Scenarios Performance Observation CNL 260	Rubric	<i>80% of Students pass at 75% or higher</i>	95%	X		

and conservation protection.								
<b>CM PLO CNL 4:</b> Discuss conservation law as it relates to state, constitutional law and federal natural resources law.	Spring 25/26	Scenarios Performance Observation CNL 260	Rubric	<i>80% of Students pass at 75% or higher</i>	95%	X		
<b>CM PLO CNL 5:</b> Identify trends relevant to conservation, environmental, and natural resource issues.	Spring 25/26	Scenarios Performance Observation CNL 260	Rubric	<i>80% of Students pass at 75% or higher</i>	95%	X		

Most significant assessment findings? (Pedagogical, instructional, curricular changes). Please report on actions taken and on ongoing assessment plans.

Conservation Law is a high-performing program with well-aligned instruction and assessment.