

Maine Community College System  
Five-Year Program Review

College: Central Maine Community College  
CIP: 13.0101

Program: Education  
Credentials: Associate in Science (AS)

Review Team: Tobby Bragdon, David Lewis, Jeff Green, Eric Berg, Tia Zukowski, Jennifer Bilodeau, Chris Thoma, Garth Libhart, Christine Lee, Natalee Stotz

Date: June 2025

Period of Review: AY 2019/2020-2023/2024

**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
<p>1. Demonstrate understanding of how students learn and develop to plan learning opportunities that support a student's physical, cognitive, and social/emotional development.</p>	<p>EDU 101</p> <ul style="list-style-type: none"> <li>• I -- This outcome is introduced through reading the text, classroom discussions, and learning about lesson planning</li> <li>• R -- This outcome is reinforced through the mid-term lesson plan project and the revisions of the lesson plan for the final assignment.</li> </ul> <p>EDU 150</p> <ul style="list-style-type: none"> <li>• R -- Outcome is reinforced in this course through the experiences of job shadowing and reflecting on teacher practices during class discussions.</li> <li>• E -- Outcome is emphasized through the professional portfolio in the course.</li> </ul> <p>EDU 185</p> <ul style="list-style-type: none"> <li>• I-- This outcome is introduced through reading the text, learning about exceptionalities, special education practices, classroom discussions, and learning about lesson planning--specifically accommodations, differentiation, inclusion, etc.</li> </ul>
<p>2. Use a variety of instructional strategies to meet the diverse learning</p>	<p><b>EDU 101</b></p>

<p>needs of students and to encourage critical thinking and problem solving.</p>	<ul style="list-style-type: none"> <li>• I -- This outcome is introduced through reading the text, classroom discussions, and learning about lesson planning.</li> <li>• I -- This outcome is introduced through reading text, classroom discussions, and teacher interviews.</li> </ul>
<p>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.</p>	<p><b>EDU 101</b></p> <ul style="list-style-type: none"> <li>• I -- Outcome introduced through reading and class discussions.</li> </ul>
<p>4. Recognize that students differ in their approaches to learning and create learning opportunities that are modified and adapted to diverse learners.</p>	<p><b>EDU 101</b></p> <ul style="list-style-type: none"> <li>• I -- This outcome is introduced through reading the text, classroom discussions, and learning about lesson planning.</li> </ul> <p><b>EDU 150</b></p> <ul style="list-style-type: none"> <li>• I -- This outcome is introduced through job shadowing, classroom discussions, and teacher interviews.</li> </ul> <p><b>EDU 185</b></p> <ul style="list-style-type: none"> <li>• I -- This outcome is introduced through reading text, classroom discussions, and teacher interviews.</li> </ul>
<p>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.</p>	<p><b>EDU 101</b></p> <ul style="list-style-type: none"> <li>• I -- This outcome is introduced through reading the text, classroom discussions, and learning about lesson planning.</li> <li>• R -- This outcome is reinforced through aligning lesson plans to state and national standards.</li> </ul> <p><b>EDU 150</b></p> <ul style="list-style-type: none"> <li>• I -- This outcome is introduced through detailed exploration of teaching standards and teacher preparation avenues. Also, classroom discussions and learning about lesson planning.</li> </ul> <p><b>EDU 185</b></p> <ul style="list-style-type: none"> <li>• I -- This outcome is introduced through reading the text, classroom discussions, and learning about student learning.</li> </ul>

<p>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.</p>	<p><b>EDU 101</b></p> <ul style="list-style-type: none"> <li>I -- This outcome is introduced through reading the text, classroom discussions, and learning about lesson planning.</li> </ul> <p><b>EDU 150</b></p> <ul style="list-style-type: none"> <li>R -- This outcome is reinforced through job shadowing, classroom discussions, and teacher interviews.</li> </ul> <p><b>EDU 185</b></p> <ul style="list-style-type: none"> <li>I -- This outcome is introduced through reading the text and classroom discussions.</li> </ul>
<p>7. Reflect on their practices to continually evaluate the effects of planning and decisions made and to seek opportunities to grow professionally.</p>	<p><b>EDU 150</b></p> <ul style="list-style-type: none"> <li>I -- This outcome is introduced through job shadowing, classroom discussions, teacher interviews, and the development of a professional portfolio.</li> </ul>
<p>8. Demonstrate ethical behavior when interacting with students, school colleagues, families, and professional agencies to support students' learning and well-being.</p>	<p><b>EDU 100</b></p> <ul style="list-style-type: none"> <li>I -- This outcome is introduced through exploration of the Code of Ethical Conduct.</li> </ul> <p><b>EDU 101</b></p> <ul style="list-style-type: none"> <li>I -- This outcome is introduced through reading the text, class discussions, and exploration of the Code of Ethical Conduct.</li> </ul> <p><b>EDU 150</b></p> <ul style="list-style-type: none"> <li>R -- This outcome is reinforced through reading the text, class discussions, and examination of teacher styles and instructional methods during job shadowing.</li> </ul> <p><b>EDU 185</b></p> <ul style="list-style-type: none"> <li>R -- This outcome is reinforced through reading the text, class discussions, and teacher interviews.</li> </ul>

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

Credentials Awarded					
Credential	AY1920	AY2021	AY2122	AY2223	AY2324
AS	10	8	10	13	12

**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**

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>
1/31/21	2	7
11/2/22	1	7
5/12/22	Agenda only on file	--
5/10/23	Agenda only on file	--
1/31/24	2	8
5/14/2024	2	7
10/1.2025	2	9

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

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

	AY1920	AY2021	AY2122	AY2223	AY2324	AY2425
Licensure/certification pass rates (if applicable)						
Program Advisory Committee Member Survey (on scale of 1-5 average):						
Program Curriculum	5					4.5
Technical currency of the program	5					4.3
Preparation of program graduates for work in the field	4.5					4.3
Communication from program administration/faculty	5					4.7
Overall quality of the program	5					4.6
Other (please specify):						

**7) Student demographics:**

Admissions					
	AY1920	AY2021	AY2122	AY2223	AY2324
Fall Applications	62	62	65	79	85
% chg in Fall Applicants from PY	--	0%	5%	22%	8%
Enrolled (Yield)	23	18	17	19	20
% chg in Enrolled from PY	--	-22%	-6%	12%	5%

Student Enrollment <sup>1</sup>					
	AY2021	AY2122	AY2223	AY2324	AY2425
Unduplicated Headcount Enrolled in Program	50	42	53	57	72
% chg in Headcount from PY	--	-16%	26%	8%	26%
Enrolled Credit Hours	613	427	582	591	735
% chg in Credit hours from PY	--	-30%	36%	2%	24%
FTE	41	28	39	39	49
% chg in FTE from PY	--	-30%	36%	2%	24%

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

Student Success					
Cohort Year	AY2021	AY2122	AY2223	AY2324	AY2425
Cohort Enrollment	30	30	46	52	49
Retained to the next semester	57%	70%	61%	65%	--
Retained to the next year	20%	47%	41%	29%	--
100% of program time	10%	27%	22%		
150% of program time	23%	33%			
200% of program time	23%				
Transfer Rate (non-graduates) <sup>2</sup>	40%				
Transfer Rate (graduates)	17%				
Enrolled in Another Program <sup>2</sup>	3%				
Graduated from Another Program <sup>2</sup>	10%				

<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 inform the plan.**

## Program Strengths

- **Fully Online Accessibility:** All four required EDU courses (EDU 100, 101, 150, 185) and two recommended courses (EDU 222, 230) are offered online at least once annually, expanding access and flexibility for students.
- **Integrated Advisory Committee:** The combined ECE and EDU advisory committee foster rich, collaborative discussions that reinforce the program's impact on learners from birth through high school.
- **Flexible Advising Pathway:** Students are guided to select courses aligned with their teaching interests and transfer goals, supporting more personalized academic planning.
- **Early Professional Development:** EDU 100 introduces students to professional portfolio building, advising services, and transfer planning resources, including articulation agreements and on-campus fairs.
- **Certification Pathways Updated:** EDU 150 has been revised to reflect updated DOE requirements, no longer requiring Praxis passage as a default certification route.
- **Diverse Course Offerings:** Electives like *Adverse Childhood Experiences & Resilience* and *Social Justice in the Classroom* offer students enriched learning aligned with contemporary issues in education.
- **Strong Advising Support:** Students benefit from direct advising by full-time faculty and access to the LAC, as well as transfer guidance from Liz Oken, the College's dedicated transfer specialist.
- **Robust Transfer Support:** Events such as the Fall Education Panel and partnerships with institutions like St. Joseph's College (Noyce STEM Scholarships) help students explore and prepare for transfer.
- **Academic Support Centers:** Math & Science and Writing Centers offer tutoring (both in-person and online), while also providing student employment opportunities for peer tutors.
- **Adjunct Faculty Expertise:** EDU courses are taught by current K-12 educators, bringing real-time, field-based perspectives into the classroom.
- **Experiential Learning:** Assignments such as teacher interviews, job shadowing, and lesson planning—combined with guest speakers—promote relevant, hands-on experience.
- **Expanded Articulation Agreements:** Agreements with UMA and UMF support seamless transfer, particularly to in-state public institutions.
- **DOE Fingerprinting:** Students complete their fingerprinting requirement during EDU 150, streamlining the credentialing process.
- **Clear Pathway Guidance:** Advising course suggestions based on teacher certification goals is now published in the catalog, mirroring practices in other departments like Business.
- **Portfolio Development:** Students begin compiling professional portfolios in EDU 100 and continue refining them in EDU 150, helping them track and showcase their learning.
- **Curricular Realignment:** Children's Literature (EDU 230) was moved into the EDU department and made optional, creating greater alignment with student goals and teaching tracks.
- **Curriculum Innovation:** Collaboration with math faculty resulted in a new *Foundations of Math for Teachers* course, tailored to prepare future educators. The course is scheduled to launch in Spring 2025 and is pending final approval.

## Challenges

- **Limited EDU Course Contact:** Compared to ECE, students take fewer EDU courses, resulting in reduced regular interaction with EDU instructors. However, virtual advising and Zoom help bridge this gap.
- **Outdated Program Learning Outcomes:** Current outcomes do not align with the content and goals of core EDU coursework, particularly in introductory classes. We are actively working
- **Stalled Transfer Agreement Updates:** While progress was made with UMA, updates to UMF agreements are slow due to changes in DOE certification requirements and delays on the university's end.

## Planned Steps for Continuous Improvement

- Compile and analyze course completion and retention data to inform strategic planning.

- Continue promoting substitute teaching and volunteer opportunities to give students practical experience.
- Explore the feasibility of developing a secondary education track within the program.
- Update program-level learning outcomes to better reflect current course content and student experience.
- Align course-level assignments and Student Learning Outcomes (SLOs) with the updated Program Learning Outcomes for consistent curriculum mapping.

Five-Year Assessment Plan for Student Learning Outcomes

Education

June 2025

Name of Program or General Education Domain

Date

Learning goal:

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 (Number of Students Achieving an "acceptable" or better)	Assessment Goal was:		
						Met	Not Met	Pending Review
1. Demonstrate understanding of how students learn and develop to plan learning opportunities that support a student's physical, cognitive and social/emotional development.		<ul style="list-style-type: none"> <li>• Discussion Posts</li> <li>• Quizzes</li> <li>• Written Reflections</li> <li>• Project</li> <li>• Portfolio</li> <li>• Presentation</li> <li>• Research Paper</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation and Feedback from Instructors</li> <li>• Assignment Specific Rubrics</li> </ul>	75% of Students will earn a C or higher	55%		X	
2. Use a variety of instructional strategies to meet the diverse learning needs of student and to encourage critical thinking		<ul style="list-style-type: none"> <li>• Discussion Posts</li> <li>• Quizzes</li> <li>• Written Reflections</li> <li>• Project</li> <li>• Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation and Feedback from Instructors</li> <li>• Assignment Specific Rubrics</li> </ul>	75% of Students will earn a C or higher	50%		X	

and problem solving.								
3. Describe the principles of extrinsic and intrinsic motivation and uses specific management strategies to create a learning environment that fosters positive social interaction and engagement in meaningful learning experiences.		<ul style="list-style-type: none"> <li>• Discussion Posts</li> <li>• Quizzes</li> <li>• Written Reflections</li> <li>• Project</li> <li>• Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation and Feedback from Instructors</li> <li>• Assignment Specific Rubrics</li> </ul>	75% of Students will earn a C or higher	50%		X	
4. Recognize that students differ in their approaches to learning and create learning opportunities that are modified and adapted to diverse learners.		<ul style="list-style-type: none"> <li>• Discussion Posts</li> <li>• Quizzes</li> <li>• Written Reflections</li> <li>• Project</li> <li>• Portfolio</li> <li>• Presentation</li> <li>• Research Paper</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation and Feedback from Instructors</li> <li>• Assignment Specific Rubrics</li> </ul>	75% of Students will earn a C or higher	55%		X	
5. Plan lessons and activities that are based on knowledge of the subject matter, knowledge of the individual		<ul style="list-style-type: none"> <li>• Discussion Posts</li> <li>• Quizzes</li> <li>• Written Reflections</li> <li>• Project</li> <li>• Portfolio</li> <li>• Presentation</li> <li>• Research Paper</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation and Feedback from Instructors</li> <li>• Assignment Specific Rubrics</li> </ul>	75% of Students will earn a C or higher	55%		X	

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.		<ul style="list-style-type: none"> <li>• Discussion Posts</li> <li>• Quizzes</li> <li>• Written Reflections</li> <li>• Project</li> <li>• Portfolio</li> <li>• Presentation</li> <li>• Research Paper</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation and Feedback from Instructors</li> <li>• Assignment Specific Rubrics</li> </ul>	75% of Students will earn a C or higher	55%		X	
7. Reflect on their practices to continually evaluate the effects of planning and decisions made and to seek opportunities to grow professionally.		<ul style="list-style-type: none"> <li>• Discussion Posts</li> <li>• Quizzes</li> <li>• Written Reflections</li> <li>• Project</li> <li>• Portfolio</li> <li>• Presentation</li> <li>• Research Paper</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation and Feedback from Instructors</li> <li>• Assignment Specific Rubrics</li> </ul>	75% of Students will earn a C or higher	50%		X	
8. Demonstrate ethical behavior when interacting with students, school colleagues, families and		<ul style="list-style-type: none"> <li>• Discussion Posts</li> <li>• Quizzes</li> <li>• Written Reflections</li> <li>• Project</li> <li>• Portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation and Feedback from Instructors</li> </ul>	75% of Students will earn a C or higher	54%		X	

professional agencies to support students' learning and well-being.		<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Research Paper</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment-Specific Rubrics</li> </ul>					
<p>Most significant assessment findings? (Pedagogical, instructional, curricular changes). Please report on actions taken and ongoing assessment plans.</p> <ul style="list-style-type: none"> <li>• The last 5 years have seen significant changes in the field of education. Similarly, the academic needs of students have changed. Students frequently can master course content but struggle with habits of work that impact their success in a course, such as adhering to due dates, etc.</li> <li>• The program has made adaptations such as providing different modalities. The current Program Learning Outcomes need to be revised to more clearly reflect the program goals. This work has begun. A closer look at the habits of work and learning that may produce barriers to success is needed, as well as examining how skills, habits, and concepts introduced in the first-year course can be emphasized in subsequent classes.</li> </ul>								