Washington County Community College

Calais, Maine

Discover Choices • Create Success

NECHE Two-Year Progress Report

August 6, 2021

Table of Contents

Introduction to the Two-Year Progress Report

The purpose of this report is to provide the Commission of Higher Education with Washington County Community College's progress on the following areas of emphasis since we submitted our Self-Study in 2019:

a. implementing data-driven decision-making processes, including the assessment of student learning;
b. transitioning from Jenzabar Learning Management System to Brightspace D2L;
c. implementing our online courses and programs and achieving our enrollment goals for those programs.

The process of developing this progress report began in February 2021, when three committees were established to facilitate the development of responses to each of the three areas of emphasis identified by the Commission. The members of these committees represented all campus constituencies, including Academic Affairs, Student Services, Finance, Human Resources, and Facilities/Maintenance. This dispersed the workload and provided opportunities for collaboration among faculty, staff, and management. Each committee was assigned one area of emphasis. Members of the Executive Team chaired the committees.

Committee members were provided with the Commission's response to our 2019 Self-Study, its guidelines for preparing a progress report, and the Standards for Accreditation. The committees met every two weeks during the second half of the Spring 2021 semester. At the culmination of the semester, each group had developed a draft response to the area of emphasis to which they were assigned.

Beginning in June 2021, the members of the Executive Team, the Executive Assistant to the President, the Instructional Technologist, and two faculty members met weekly to develop a complete draft of the two-year progress report. This draft was completed in July 2021 and sent to NECHE for feedback. We implemented the suggested changes and completed our draft of the Two-Year Progress Report in August 2021.

Committee Composition and Focus

Committee Area of Emphasis	Committee Membership	Relevant NECHE Standards
A. Data-Driven Decision-Making Process,	Susan Mingo, *WCCC President (Co-Chair)* *Desiree Thompson, Dean of Finance (Co-Chair)*	*(2.2)* Institutional research is sufficient to support planning and evaluation. The institution systematically collects and uses

| Including Assessment of Student Learning | Darin McGaw, *Academic Dean*

Nichole Sawyer, *Dean of Workforce and Professional Development*

Robyn Leighton, *Executive Assistant to the President and Human Resources Coordinator;*

Tatiana Osmond, *Instructional Technologist*
Kelly Peters, *English Faculty* | data necessary to support its planning efforts and to enhance institutional effectiveness. (See also 8.6, 8.7)

(8.3) Assessment of learning is based on verifiable statements of what students are expected to gain, achieve, demonstrate, or know by the time they complete their academic program. The process of understanding what and how students are learning focuses on the course, competency, program, and institutional level. Assessment has the support of the institution's academic and institutional leadership and the systematic involvement of faculty and appropriate staff. |
| B. **Transition from Jenzabar LMS to Brightspace D2L** | Darin McGaw, *Academic Dean (Co-Chair)*

Tatiana Osmond, *Instructional Technologist (Co-Chair)*

Desiree Thompson, *Dean of Finance*

Tina Erskine, *Director of Human Resources, Development, and Communications*

Robyn Leighton, *Executive Assistant to the President and Human Resources Coordinator*

Elizabeth Phillips, *Library Director*

Molly McDonald, *English Faculty* | (7.21) The institution has sufficient and appropriate information, physical, and technological resources necessary for the achievement of its purposes wherever and however its academic programs are offered. It devotes sufficient resources to maintain and enhance its information, physical, and technological resources. (See also 4.10) |

C. Implementing Online Courses & Programs to Include Achieving Enrollment Goals for Those Programs	Tyler Stoldt, *Dean of Enrollment Management and Student Services (Chair)* *Nichole Sawyer, Dean of Workforce and Professional Development* Nichole Cote, *Associate Dean of Student Affairs and Retention* Robyn Leighton, *Executive Assistant to the President and Human Resources Coordinator* *Tatiana Osmond, Instructional Technologist* *Nicole Nygren, TRIO Director* *Randy McCormick, Drafting/CAD Instructor* *George Chmielecki, Computer Technology Instructor*	*(4.46)* Courses and programs offered for credit off campus, through dual enrollment, through distance or correspondence education, or through continuing education, evening, or weekend divisions are consistent with the educational objectives of the institution. Such activities are integral parts of the institution and maintain the same academic standards as courses and programs offered on campus. Faculty and students receive sufficient support for instructional and other needs. Students have ready access to and support in using appropriate learning resources. The institution maintains direct and sole responsibility for the academic quality of all aspects of all programs and assures adequate resources to maintain quality. (See also 5.9)

Institutional Overview

One of seven community colleges in the Maine Community College System (MCCS), Washington County Community College has its campus in Downeast Maine. The College was created by the State legislature in 1969 as Washington County Vocational Technical Institute. The College opened in August 1969 in the Calais Armory, and five students were enrolled in a two-year program in automotive technology. In September 1970, two-year diploma programs in boatbuilding and hotel-resort management were added, and the College moved to its present location in Calais. For the 1972-73 academic year, the institution offered its first one-year certificate programs in residential home construction, marine electronics, and wood harvesting. In addition, the boatbuilding programs moved to larger facilities at Quoddy Head, Lubec.

During the 1970s and '80s, new programs and facilities were added, and the first residence hall was completed. The College now has two residence halls that can provide housing for 145 students. The College's boatbuilding program moved from Lubec with the purchase of the Marine Trade Center in Eastport in 1978. The facility allowed for the expansion of marine programs in commercial fishing, marine finishing, and marine mechanics.

In April 1986, the Maine Technical College System, under the auspices of a Board of Trustees, was established by the legislature; in 1989, the College's name was changed to Washington County Technical College (WCTC). With the approval of a bond issue, St. Croix Hall was completed in May 1993 for the Calais campus.

In 1993, the New England Association of Schools and Colleges, through the Commission of Technical and Career Institutions, extended the accreditation status of WCTC from a certificate and diploma-granting institution to an associate degree-granting institution. In the 1993-94 academic year, the College awarded its first associate in applied science degree in office information systems.

In 2003, Governor John Baldacci signed into law the legislative bill renaming the Maine Technical College System to the Maine Community College System (MCCS). On July 1, 2003, WCTC became Washington County Community College (WCCC). Now WCCC is a fully accredited community college. Students may enroll in associate degree, diploma, or certificate programs in various occupational and career programs, as well as an associate of arts in liberal studies program. In addition, the College offers job skills training courses and programs through its Workforce Development division, personal enrichment classes, community services, and programs for high school students.

The College operates primarily at its Calais, Maine, campus location. The campus occupies a 400-acre site overlooking the St. Croix River, the international border between the United States and Canada. Of the total campus acreage, 41 acres are maintained and used to house the seven campus buildings, including residence halls, administrative offices, classrooms, labs, and shops.

As of the last institutional reporting to IPEDS, there are approximately 354 students enrolled in WCCC courses. In addition, many community members participate each year in courses and programs offered through the Workforce and Professional Development Division of the College. The students are served by twenty-two full-time faculty members and approximately twenty-two adjunct faculty.

Females represent 60% of our undergraduate population, and males represent 40%. Forty-five percent of our students are full-time, and our first-time, full-time student retention rate is 51%. Our graduation rate cohort as a percent of total entering students is 41%. The majority of our student population was age twenty-four or below, while 39% was twenty-five or over. In Fall 2019, 83% of the student body was White, and 6% were American Indian, reflecting the demographics of Washington County, Maine.

The College has undergone many significant changes during the two years since we submitted our self-study. Like most institutions of higher education, the pandemic not only required us to adapt and respond quickly and efficiently to emergent student and community needs but also accelerated timelines for planned initiatives. While this report details many of the recent changes we've made to support and enhance programming, enrollment, and the assessment of learning, the College looks forward to continuing to implement changes that will support our institutional mission to serve as an educational, community, and economic development resource for Washington County, Maine, and beyond.

WCCC has general approval for online delivery of courses and programs until the Spring 2024 semester. During the next three years, prior to our five-year report for the Commission, the College will seek to extend that general approval under the limited approval process and also aim to achieve full approval for our campus programs. Specifically, we would like to work toward offering our Early Childhood Education and Education Technology programs 100% online.

The Maine Community College System (MCCS) is in the midst of a project to provide Guided Pathways for all students enrolled in one of the seven colleges in the system. Darin McGaw, our Academic Dean, is a member of the system steering committee for this project. We are working with the Community College Research Center of Columbia University to improve persistence and success by redefining our student onboarding process, providing for underserved students, and "lighting the fire" of learning.

WCCC is presently beginning an exploratory process of reviewing the Student Information System (SIS), Jenzabar. This is an MCCS-wide endeavor focusing on modernizing and enhancing our present capacity. The review will allow us to examine the strengths and limitations of our existing system while also exploring SIS options that could potentially align better with our strategic direction. We seek to create improved consistency across MCCS campuses as well as enhancements in the areas of data governance, software platform integration, executive data dashboards. We are also looking to improve responsiveness and ease of use for students and create increased transparency for all stakeholders.

A. Data-Driven Decision-Making Process, Including Assessment of Student Learning

Description & Appraisal

The NECHE Accreditation Approval asked WCCC to consider our data-driven decisions, with a focus on our assessment of student learning outcomes. Over the past few years, there has been significant improvement and focus in data collection and dissemination at multiple levels of the College and within the Maine Community College System (MCCS). This has resulted in the Tableau Dashboard, which is available to administrative stakeholders at the College. However, there is still work to be done toward developing a college-wide culture around data collection and decision-making; understanding the role of assessment within the context of institutional, program, and course level learning outcomes; and acquiring, learning, and using technological tools that can help us collect and disaggregate accurate and relevant data. WCCC will be strategically working to develop these three points during the next several years. We have developed a three-year plan to keep us centered on meeting our training and achievement milestones.

In collaboration with all the colleges in MCCS, Washington County Community College is implementing Brightspace's new Learning Outcomes tool, which is embedded in the Brightspace Learning Management System (LMS). It provides the foundation for our institution's systematic data collection, which is necessary to support our assessment efforts on campus. Previously, Brightspace had two separate features known as Standards and Competencies, which tracked achievement standards and learner objectives independently.

Implementing the Learning Outcomes tool through Brightspace has afforded the Maine Community Colleges the opportunity to align definitions and language around learning and assessment, share templates, and strategically plan for how outcomes should go into Brightspace to ensure that appropriate data comes out. WCCC's instructional technologist represents the College on several system-wide committees focused on developing and improving outcomes, assessment, and the technology tools used in the collection of data.

The new learning outcomes tool provides learning outcome alignment with achievement tracking. At the organizational level, it allows WCCC to define a scale for measuring achievement. At the program level, outcomes can be created and shared to each of the program's required courses. At the course level, outcomes can be added and aligned to course content and assessment. Active use of the learning outcomes tool by faculty will allow WCCC to track learner progress against outcomes across programs and courses, which in turn will provide for informed continuous improvements to curricula.

The Learning Outcomes tool requires each academic program to have clearly defined learning outcome statements that align with curriculum mapping and assessment and with discrete content and assessment activities. The Learning Outcomes tool can also be enabled to allow students to see how assessment activities align with learning outcomes and provide them with a more complete understanding of their performance.

 As WCCC works to implement the Learning Outcomes tool, it is concurrently working with faculty to review and verify that their Program and Course Learning Outcomes align and that their assessments align with these outcomes. WCCC used the Medical Assisting (MA) Program to test the structure and course level reporting of the Learning Outcomes tool in Brightspace. The MA Program has 344 specific competencies (outcomes) pre-defined by the Medical Assisting Education Review Board (MAERB) accrediting body. These competencies represent the Course Learning Outcomes (CLOs) within the program and were entered into Brightspace in mid-February 2021 at the course level. The specific outcomes for each course were added to the relevant courses during the Spring 2021 Module B semester. This effort will allow WCCC to capture data and provide feedback on how the Learning Outcomes tool will work at the course and reporting level and enable us to test and adjust the outcomes feature so that we can collect and analyze accurate data when we use the tool across the curricula. Accuracy in data collection and analysis requires that the necessary assignment, rubric, quiz, or forum is attached to the relevant outcomes. The MA Program Learning Outcomes (PLOs) were added at the College level. There are six PLOs. These will be used to test reporting and data capture at the program and course level.

Brightspace only recently added outcome-specific reporting tools to their Data Hub, a report generating repository available on Brightspace, at the end of June 2021. Testing the Program and Institutional Level Learning Outcomes will start in Fall of 2021.

WCCC also has Institutional Learning Outcomes (ILOs). These outcomes ensure learners demonstrate proficiency in the areas identified by the Association of American Colleges and Universities' Employer Survey and Economic Trend Research Report Fulfilling the American Dream from July 2018 as the most desirable skills employers look for in employees. (Please see Appendix A1.) The WCCC ILOs were placed inside the Learning Outcomes tool at the program level in early April 2021. These ILOs are accessible in every WCCC course available in Brightspace. ILOs can be tracked and reported at the program level.

At the instructor level, outcomes are attached to assessments and rubrics. Any outcomes attached to a course assignment, quiz, or rubric can be tracked and displayed in a basic instructor dashboard. The data that is displayed for the instructor shows the level of achievement for each outcome across all students. (Please see Appendix A2 for a link to the Mastery View in a course as well as an example of the instructor dashboard within Brightspace.) Implementing this tool requires the coordination and cooperation of multiple personnel. At the early development level, the Brightspace Administrator inputs the ILOs and the individual PLOs

for each program. These institutional and program learning outcomes are the branch on which all the course learning outcomes nest and therefore need to be unambiguous and exact. WCCC is taking the opportunity to verify the institutional, program and course learning outcomes of all academic programs prior to inputting them into the Brightspace Outcomes tool. Department Chairs, individual faculty, and several key staff members are working together to review the alignment of Program and Course Outcomes to ensure the accuracy and effectiveness of the system outcomes and data outputs for utilization in data analysis and decision-making.

While these early stages of acquiring and learning the Learning Outcomes technology tool have not resulted in any useable data collection for decision-making, it has allowed us to focus on developing our college-wide culture of data-driven decision-making and to invest time on professional development in the areas around Outcomes and Assessment. Through these efforts, we have learned that we need to continue focusing professional development around outcomes assessment, including what it is and how it fits with or works alongside assignments and rubrics.

Continued faculty professional development and training around the Learning Outcomes tool is ongoing. Learning outcomes measure what students have learned and how they have built upon and applied their knowledge as they progress through their program coursework, which make them valuable learning resources for both faculty and learners. Summer workshop sessions for each of the departments took place in June 2021. This was a highly successful summer workshop session with two-thirds of all full-time faculty attending the sessions. This workshop session also provided faculty an opportunity to share ideas and learn more about how other programs are implementing assessment.

Each academic program reviewed their program learning outcomes and mapped to when each outcome was introduced, reinforced, emphasized, and assessed within the program's courses. These maps, when finalized, will be added to each program's page on the College website. The maps allow faculty to review their course learning outcomes, ensure that they are using measurable vocabulary, and confirm that the course content covers and assesses each learning outcome. Faculty will review each of their Fall semester course outcomes by January of 2022. (Please see Appendix A3 for an example of how instructors in the Criminal Justice Conservation Law program revised their course outcomes as a result of this workshop.)

Tableau Online
The Maine Community College System has invested in using Tableau Online to compile and display data. Currently, the Tableau Dashboard is accessed by the College President and the College Deans. The College Executive Team utilizes this dashboard data to guide the institutional planning process and assess the current and future organizational strategies that align with the WCCC and MCCS Strategic Plans. The data are utilized to evaluate and adapt current strategic initiatives to improve upon our work and advance the institution.

The Tableau Dashboard provides data under several broad categories, including Brightspace, Enrollment, Integrated Postsecondary Education Data System (IPEDS), Student Success, and Workforce Development. (Please see Appendix A4 for a complete listing of the data sets included in Tableau, as well as a screenshot of the MCCS Tableau dashboard.)

The Tableau Dashboard has become a regular "go-to" for information to help mold decisions on the Academic Affairs side of the house. For instance, when reviewing the dual enrollment comparison data over a three-year period, we discovered that credit hours sold were trending down since the 2017-2018 academic year. This enrollment data set is a combination of both concurrent enrollment (high school students taking college credits at their site) and dual enrollment (high school students taking courses on the WCCC campus). We began working with local schools to generate more concurrent enrollment course offerings and even purchased some textbooks for schools to alleviate their cost for the courses. Additionally, we began creating an online dual enrollment schedule that could be sent out to local guidance counselors, highlighting the courses that would be most beneficial and convenient for their students. These two efforts produced a dramatic increase in our dual enrollment student headcount this past spring, which was up by 103% from the previous spring and up by 31% from two years priors. Our credit hours sold also increased by 74% from the previous spring and 45% from two years prior.

During the 2020-2021 academic year, the Executive Team used data gleaned from the Tableau Dashboard to plan and implement initiatives to increase student enrollment, persistence, and success rates, with an emphasis on attracting and retaining adult learners. For example, the College used data from this dashboard to determine the need for online course options to attract and retain adult learners. By offering the Business Management Program and Production Technology program completely online, enrollment of adult learners increased. Additional information on adult learners and online program enrollment can be found in Section C of this document.

Additionally, the WCCC Executive Team identified a trend in our persistence data that illustrated that our part-time students persist at a much lower rate than our full-time cohort. The data over the past four entering cohorts of matriculated students shows a full-time persistence rate from Fall-to-Spring in a range from 82%-89%, whereas for the same period, our part-time students persist at a significantly lower rate of 60%-76%. This disparity increases when we analyze our Fall-to-Fall persistence rates. Full-time students persist from between 54%-63% over the four years while part-time students for the same period persist at a rate between 31%-47%. When we analyzed this data, it was apparent that we needed to provide enhanced student supports focused on our part-time cohorts to improve their outcomes. As a result, the College will be opening an Advocacy and Resource Center in Fall 2021, which will provide integrated student supports for all learners with a focus on adult learners, who are typically our part-time enrollees. It will be strategically located beside our dining commons, where students often spend time between classes.

The Enrollment Management and Student Services division continues to use data collection and analysis to make informed decisions about enrollment, programs, and services. A variety of qualitative and quantitative tools, including surveys, focus groups, interviews, and student segmentation analysis, are being developed and implemented to gather information more effectively; define our problems and student learning gaps with more clarity; describe students' attitudes and beliefs regarding our services; and use the data samples to determine programs and initiatives that support the educational and co-curricular mission of the College.

Student Services staff develop student learning outcomes for the programming offered through the department. These outcomes are aligned with the College's overarching institutional learning outcomes in an effort to support the learning that occurs within the classrooms at WCCC. Following programs and activities, staff evaluate the learning outcomes and utilize their findings to enhance future programming for students. Assessment of co-curricular learning began by developing a programming form that those putting on events would fill out. The form was tied to the Student Affairs Pillars and Values and reflected the anticipated outcomes we hoped students would achieve by attending the events. Co-curricular assessment for the next three years will cover rubric development, staff training on effective assessment measures, and the collection, analysis, and use of data for improvement of the student experience.

The Jenzabar Retention Module was implemented in Spring 2018. The retention model, which was based on three years of WCCC data, provided an electronic early alert system as well as predictive analytics on entering students. This system allows the College to intervene sooner with students who are at risk of leaving the institution. The Retention Module also provides much-needed data for the College to better understand our retention and attrition trends and provides data insights into how we can impact and improve our rate of persistence moving forward. The Jenzabar Student Information System is currently being evaluated to determine if it is meeting the needs of WCCC. In the Fall 2021 semester, the college will be implementing EdSights, a retention management text bot that uses artificial intelligence. EdSights will collect real-time data on students through text message conversations and provide a risk dashboard to allow student services staff the opportunity to engage students who may be considering leaving the institution.

In addition, we are converting our second-floor library space into a newly renovated Teaching and Learning Center for Excellence, which will open in Fall 2021. This space will provide library services as well as the learning services offered through our TRIO Student Support Services, Jobs for Maine Graduates (JMG), and Embark programs. This integrated student support service model will create increased connectivity and learner supports for all students with a specific focus on adults and part-time students.

[Data Fact Book](#)

In Fall 2019, WCCC released its first yearly Fact Book. The WCCC Fact Book is for public consumption and is available in electronic format on the College's website and portal. The data focuses on student demographics, financial information, and student enrollment and success rates. The Fact Book also includes student stories, which illustrates that unique individuals are behind our data at Washington County Community College. Other College-specific data is displayed on the College portal site. Access is restricted by permission roles for the Data Dashboard page. The data is embedded from the College's Sharepoint site, which is also restricted by permission levels. For example, data focused on student demographics has shown that there is a declining high school demographic in our region, which is having a significant impact on our enrollment. This data has been incorporated into the strategic enrollment management plan with a specific focus on attracting and retaining adult learners in an effort to best serve the demographic of our region and combat enrollment decline at the institution. When comparing the Fall 2019 semester to the Fall 2020 semester, the College saw a 12.75% increase in adult learner enrollment.

[Workforce Data Sources](#)
Various sources for workforce data are regularly utilized to make informed decisions regarding all credit and non-credit training opportunities. Formal and informal information, as well as internal and external information, is gathered and examined in order to develop and maintain relevant and innovative training options. This information guides the topic, modality, location, type, duration, and frequency of workforce course offerings. All sources of data are extremely important for delivering training that is not only responsive to current industry trends and needs but also predictive and forward-thinking, which enables us to meet training needs that are rapidly emerging in many sectors.

Formal data sets are accessed through JobsEQ for Workforce Development, Economic Development, and Education, which is a software tool that provides timely data on the local workforce and employers, including demographics, occupations, wages, certifications, growing educational programs, and educational/skill gaps. WCCC uses JobsEQ to inform workforce development activities around statewide and industry trends. Although some of the data sets within the system are very small, making accurate reporting difficult, WCCC has found this program useful in looking at statewide trends and industry needs to support our programming within the Workforce Division as well as informing our Academic Program expansion and contraction, given the increase in online training options.

Where gaps exist within the JobsEQ datasets, we also utilize the Maine Department of Labor to inform our decisions. WCCC uses various data sets from MDOL's Center for Workforce Research and Innovation to obtain local, regional, and statewide information. This information is extremely useful when looking at projections.

Additionally, we rely heavily on workforce partner relationships, program advisory boards, and the President's Council to inform our decision-making process at both the program and

institutional levels.

- Workforce Partner Relationships/Industry Trends
The WCCC Division of Workforce Development relies heavily on regional and statewide relationships with business and industry leaders, as well as long-standing and newly formed relationships with community organizations. Community engagement is a strategic method of securing detailed information and trends regarding new and existing industry sectors. WCCC Leadership Team members are active on organizational governing and advisory boards and business and industry associations, among others.

- One sound example of statewide programming developed based on the utilization of larger data sets such as JobsEQ is our Workforce Certificate in Substance Use Disorder and Recovery. Jobs EQ data sets are much too small to show an industry demand for these skills sets in Washington County, yet do indicate a strong indication of a statewide skills shortage. Through our strong behavioral health industry partnerships within the region, we remain informed that there is a dire need for behavioral health professionals at all levels here in Washington County, specifically within drug and alcohol counseling. Both of these data tools reflect very different research methods yet complement each other well and allow us to serve our region and expand online offerings statewide.

  Another key example is the development of our new Coastal Fisheries and Marine Technology program. Through months of research and relationship-building within the marine industry, we were not only able to determine a strong industry need for occupational training within Maine's wild-caught seafood industry, but we also became very much aware of a current and large future workforce need within Maine's fast-growing aquaculture industry. Basic aquaculture principles are covered in our Coastal Fisheries and Marine Technology program, but industry partners from the entire Maine coast have informed us of this much-needed aquaculture-specific programming. Through a specific partnership with the Maine Aquaculture Innovation Center, WCCC was named a lead partner in a recently awarded USDA grant to develop this aquaculture-specific curriculum alongside industry. Much of the aquaculture growth currently and in the future is from internationally renowned fin-fish companies who are bringing innovative, state-of-the-art processes to Maine, for which no training program exists. These companies will be key developers and advisors as we move forward with curriculum development. Programming will be highly experiential, held on-site at industry locations, and very customized to specific technologies within the industry.

- Program Advisory Boards
Each program of study at WCCC has a program advisory board made up of industry and community leaders who are subject matter experts in those fields. WCCC relies heavily on these boards to advise, direct, and make recommendations for program development or changes, and the Workforce Division utilizes these relationships and information gained from the Boards in all program development.

For instance, the addition of Conservation Law as a concentration under our Criminal Justice program and the addition of Adventure Therapy as a concentration in our Outdoor Leadership program can be attributed to program advisory boards. In each instance, we received advice from agencies and organizations in our region and brought those concepts to our program advisory board for discussion. The concepts were accepted wholeheartedly, and advice was given on the need for the program additions and the curriculum required to accomplish the additions. Our Criminal Justice Advisory Board indicated the need for the replacement of 40% of Maine State Game Wardens over a five-year period, and the Outdoor Leadership Advisory Board talked of an emerging new industry in Outdoor Counseling and Therapy and the need for a trained workforce in the future.

- President's Council
  This group meets each semester to provide the President and the Executive Team with industry-relevant information that shapes the decision-making process. The Council is made up of approximately twenty business and industry representatives who provide the College with information on current and future trends within each sector. The group also receives College updates and is the barometer for feedback on the direction of the College in relation to what is currently happening in Washington County. This collaborative group meets twice per year; however, numerous members of the President's Council are involved in several projects in collaboration with the College on a regular and ongoing basis.

  For instance, the Community Caring Collaborative and the Sunrise County Economic Council are leading the Working Communities Challenge in Washington County, and the College is a Core Partner. This group is working on designing systematic changes that will reduce childhood poverty in Washington County by half within the next decade. This work will require the commitment of the College to offer postsecondary training that will provide a trained workforce to fill jobs that pay sustainable wages and offer opportunities for advancement and wealth building. This is an example of one of many such projects that the College is actively participating in to improve outcomes for our students and the region.

Financial and Facilities Planning

In March 2017, WCCC contracted with WBRC Architects to create a Tier II master plan for the College. The master plan detailed seven future capital projects that would assist in moving the College forward:

- *Center for Innovative Learning at Riverview Hall*: Transform the existing library into a collaborative study and workspace. Currently under construction with an opening date of Fall 2021. (Since the master plan was developed, the name has changed to the Teaching and Learning Center for Excellence.)

- *Classrooms for the 21st Century at Riverview Hall*: Recapture TRIO's vacated space and create new flexible classrooms enhanced with additional audio/visual technology. These classrooms are currently under construction, with an opening date of Fall 2021.

- *Media Center at Riverview Hall*: Create a multipurpose Media Center focused on distance learning and multimodal pedagogies. Both the Multi-Media Room and the newly renovated 21st Century Classroom will have ZOOM Room Technology.

- *Campus-Wide Building Access*: Implement a phased plan to move towards a keyless campus. Phase I was executed in Spring 2021 with all the major exterior doors equipped with access card readers and the ability to electronically lock down our campus.

As a result of the observations/recommendations of this master plan, available funding, and consideration of the most significant projects, the College elected to renovate our 400-wing and library areas. In addition, the College implemented phase one of the campus-wide building access project. Both projects will be completed in 2021.

The 400-wing will contain updated classroom space for our Automotive, Medical Assisting, and Early Childhood programs. The renovation to the Automotive program will allow the program to expand into instruction for hybrid vehicles in anticipation of a greater necessity for individuals skilled in this critical technology. Early Childhood Education and Medical Assisting are two programs that were identified in our 2020 Maine Department of Education (MDOE) Comprehensive Local Needs Assessment as industries with the highest projected growth in our region/state. Upgrades to the space for these programs will allow for future program growth and create essential interactive educational space. Finally, a multi-purpose classroom will be added that will be equipped with modern modular furnishings and will allow the space to be re-configured to accommodate various classroom sizes and needs for multi-modality pedagogies and contain updated audio and visual technology.

The current Library space will be converted into a Teaching and Learning Center for Excellence that will house the Library, TRIO, and other student engagement personnel. This renovation will transform the existing library into a connected, collaborative environment. Rather than being entirely focused on personal study, this new environment focuses on creating opportunities for students to consume knowledge, data, and literature while simultaneously encouraging them to produce, create, experiment, and design in individual learning pods as well as collaborative study spaces. This model of learning, with a focus on production, positions students in environments that develop skills and knowledge relevant to their formal education, future work, and social settings. This project will be complete in Fall 2021. (Please see Appendix A5 to view the floor plan.)

Another project detailed in the master plan was the implementation of campus-wide building access, as building security and occupant safety were determined to be among the top

priorities for master planning purposes. In October 2020, the College contracted with Exactitude to implement the first phase of this project by installing keyless entry systems to nine critical external doors in the St. Croix, Riverview Hall, and Howland Hall buildings. This phase of the project was completed in March 2021. The second phase will involve implementing the system for the residence halls. In phase three, we will complete the external and internal doors not scheduled during phase one.

In early 2020, the Maine Community College System contracted with Gordian Company to conduct a comprehensive facilities analysis, which included various components to allow the College to take control of its facility planning in a data-driven way. A facilities assessment and planning phase provided the college with data to execute feasible capital investment plans. An analysis of space utilization provided us with methods to ensure that our space is working up to its full potential. In addition, data was provided so that the College can measure, compare, and improve environmental stewardship.

Gordian conducted an analysis of each of the College buildings and provided an assessment of the useful life of the buildings, the costs of maintaining each building, and the level of annual investment needed to assure that buildings are properly maintained. The assessment also included a campus age profile over the next ten years, which illustrates the potential consequences if the College did not continue to make annual investments in our infrastructure. As a result of this analysis, the College now has data that will provide direction and support for the annual investment needed to ensure buildings are properly maintained and extend their useful life.

The College has enacted several data tracking methods to assist in compiling information that will assist us in maintaining and updating the foundation provided by the Gordian analysis. We have implemented a work order system to be the primary vehicle for maintenance requests, which will assist in determining where our investment in maintenance personnel is being expended and whether there is a need to reconfigure our current support composition. In addition, the Business Office will start tracking spending in grounds, custodial, and maintenance to best determine our investment in these areas in a more comprehensive manner. Jenzabar will be used starting July 21 to track this data.

Projections

Using Data in the Assessment of Student Learning
WCCC will continue to work to improve student learning outcomes through the enhancement of data collection, analysis, and transparency capacity. We will expand our student learning outcome alignment maps to include the individual rubrics and other assessment artifacts that directly tie to the outcome being measured. With the technological enhancement of the Brightspace Outcomes Tool, WCCC expects to be able to assign program learning outcomes to appropriate course assessments and collect viable data, for decision-making purposes, from the

tool within the next two years.

Using Data in the Planning and Decision-Making Process

Washington County Community College's efforts to develop a College-wide culture around data collection and decision-making will include continuing to work with our sister campuses and the Maine Community College System to strengthen our master data management. Strategies will be implemented to improve access to data through human capital and technology investments that improve data availability, create improved dashboards, and increase our Institutional Research capacity and data analytics capabilities.

WCCC's Division of Workforce and Professional Development Mission is to work directly with businesses to meet their workforce training needs and to assist individuals in entering employment and advancing in career pathways. It builds upon strong partnerships with businesses and industry leaders, as well as workforce, economic, and community development organizations to determine occupational demand, identify core competencies, stimulate innovation, and promote technology immersion. This work helps to build and evolve relevant and proactive institutional programming, which leads to sustainable employment, upward mobility, family self-sufficiency, and a highly skilled and ever-evolving workforce. In order to advance the work, the Workforce Division must be more integrated into the campus with mirrored goals, shared data sets, and robust complementary programming that increases access to education and promotes educational attainment. The Workforce Division will focus on programming to address regional needs and heritage industries through innovation and robust partnership models, as well as the development and delivery of hybrid and online options with the potential for national reach.

Over the next year, the Division will focus on aquaculture as a statewide growth industry, working closely with partner organizations with subject matter expertise, as well as Career and Technical Education Centers and University system partners to alleviate duplication of course offerings and promote shared curricula and internship options, 2+2 programming, and concurrent enrollment agreements.

The Workforce Division will also concentrate on pathway programming allowing for various training program options within a particular industry and promoting stackable, industry-recognized credentials. Behavioral Health Pathways will promote career opportunities and training options within that industry in the region. Health Occupations Pathways will provide an adult learning and an early-college pathway into nursing programs at partner institutions. The Workforce Division will also be working to refresh the College's Computer Technology program with credit-bearing, stackable industry-recognized credentials and online training options that will feed the program.

As part of our work around entrepreneurship pathways, a true Washington County heritage pathway, the Workforce Division will work closely with statewide partners around food production, processing, and distribution, specifically focusing on heritage industries such as

blueberries and seafood, but applicable across the board. We will also work to create business ownership programming to assist transitioning businesses.

In addition, the Workforce Division will continue with a strong focus on prison programming, given that over a thousand individuals are released each year in Maine. Maine needs all of these individuals trained and working. The Workforce Division plans on working closely with the Maine Department of Corrections to assist in the development of better and more comprehensive transition plans focusing on housing and access to technology to increase retention and completion rates post-release.

The MCCS is in the process of securing a software product that will act as the storefront for the workforce divisions throughout the system. Workforce students may explore course offerings, register, and pay for courses, while workforce divisions will be able to run reports and gather data that can be fed into Jenzabar. All workforce courses will utilize Brightspace to house course shells, although all courses will not likely utilize it as a learning platform.

B. Transition from Jenzabar LMS to Brightspace D2L

Description & Appraisal

LMS Transition

For many years, Washington County Community College used the Learning Management System (LMS) developed by the Enterprise Resource Planning (ERP) provider Jenzabar, known as *e-Racer* and later rebranded as *e-Learning*. E-Racer provided a fully integrated ERP-to-LMS platform, which seamlessly generated an electronic version of every course within the Jenzabar EX system. Any student or faculty member enrolled into the course could access it. *E-Racer* provided basic LMS tools, including attendance tracking, grade book, discussion forums, and assignments. Initially, the product was offered as a free add-on to the Jenzabar platform. As a free platform, it offered standard LMS features but was limited in its flexibility. The main benefit to e-Racer was its full integration with Jenzabar, which allowed electronic attendance and grade tracking for every course offered. Although most courses at WCCC were face-to-face (f2f), many faculty used the electronic versions of their courses to track attendance and grades, which gave them exposure to using a Learning Management System.

E-Racer was sufficient as a Learning Management System when the demand for interactive and robust online courses was limited. However, e-Racer was deficient in Shareable Content Object Reference Model (SCORM) compliance and had weak Learning Tools Interoperability (LTI) integration, which is to say, it was not keeping up with the demands to integrate different software onto its platform. Its basic user interface was clunky and non-intuitive. This made e-Racer an undesirable site to fully host courses for many instructors.

In the Spring of 2019, the Maine Community College System paneled a committee to look into purchasing an LMS for all the colleges, ensuring that each college within the system used the same platform. A thorough Request for Proposal (RFP) process was launched with a representative from each college within the system. After a full evaluation and ranking of the options, the committee voted to purchase the D2L Brightspace System.

D2L Brightspace has an easy-to-use interface and an excellent mobile app. It is fully SCORM and LTI compliant, which ensures that third-party software integration is viable. It also provides a wide variety of flexible options for hosting a course within the LMS environment.

As a system, we collectively agreed to transition over to D2L Brightspace. Washington County Community College was one of the first colleges to transition. We started with two faculty members and five pilot courses in the Fall of 2019 and transitioned all of the Spring 2020 courses to D2L Brightspace. As of Fall 2020, WCCC fully transitioned to D2L Brightspace.

Pre-Implementation Training

Initial training on D2L Brightspace started in the Summer of 2019. The Library Director attended twelve hours of live online training, and the Instructional Technologist attended the D2L

Brightspace Fusion Conference. In Fall 2019, eight more staff attended twelve hours of live online training. This included full-time and adjunct instructors, TRIO staff, and IT personnel.

In Fall 2019, every employee at the College was enrolled in Brightspace's Subscription Training. This training provides free online videos and guides for administrators, instructors, and students. Every faculty member received a Sandbox course in Brightspace. These sandbox courses provided each faculty member a space to explore the instructional tools, options, and features of Brightspace.

Post-Implementation Training

Training and professional development for the Brightspace pre-implementation mainly targeted instructors who had online and hybrid courses. Basic training on specific aspects of Brightspace such as Navigation, Grading, and Attendance were provided to those instructors who traditionally had face-to-face (f2f) classes. Partway through the Spring 2020 implementation, the Global Pandemic COVID-19 occurred. All the colleges in the Maine Community College System were at different stages of the implementation transition to Brightspace when the Pandemic began. Fortunately, WCCC was at the forefront of the implementation, and our transition from e-Learning to Brightspace was implemented in January of 2020. This included every course taught during the Spring 2020 Semester. While the LMS was available for every course, some faculty teaching in traditional face-to-face and lab environments chose not to make use of the Brightspace environment. The Pandemic accelerated the full use of Brightspace by all remaining instructors as the College shifted to a fully remote instructional platform for the remainder of the Spring 2020 semester.

To help support this shift in teaching platforms, the Maine Community College System coordinated and hosted a one-day Brightspace Symposium for all faculty and staff in the system. The Brightspace Symposium occurred in the Spring of 2020 and was conducted online through Zoom and Webinar formats. Access was provided to all the colleges and took place in May. All sessions were recorded and made available to faculty inside the Brightspace Training Library and Resources course. (For a list of topics covered in the Brightspace Training Library, please see Appendix B1.)

Usage

WCCC provides an online classroom for every credit course it offers. Not all faculty make use of the online classroom as many instructors have shops, laboratories, and outdoor classrooms where students work and learn on live equipment and technology. A survey of the usage statistics of e-Racer (our previous LMS) in 2018 found that 85% of all full-time and adjunct faculty took advantage of the online version of the course to some degree. This included posting grades, tracking attendance, and hosting course material.

In Fall 2019, WCCC had 20% online or hybrid courses. In Spring 2020, WCCC transitioned fully to the Brightspace platform and had 25% online or hybrid courses. In March of that semester, the coronavirus pandemic surged, and the College (along with the entire country) made the decision to move all classes to remote learning. This necessitated all faculty to work within the

Brightspace platform for the remainder of the semester. For the Fall and Spring semester of 2020/2021, forty percent of courses were face-to-face. All other courses continued remotely.

Near the end of Spring 2021, WCCC conducted two surveys focused on Brightspace. One was a faculty survey that focused on the transition from our previous LMS e-Learning (also known as e-Racer) to our current LMS Brightspace. The other survey was a student survey that focused on student experience with Brightspace.

Faculty Survey
Description
The survey was distributed to all full-time and adjunct faculty members, and twenty-one faculty members responded. Faculty received the surveys via email and were given two weeks to respond.

Nineteen faculty from the Liberal Studies and Career Studies departments responded, and two faculty from the Technical Studies department responded. The survey asked faculty to evaluate the transition from E-Racer to Brightspace, their use of and satisfaction with the features of Brightspace, and their use of third-party resources, TRIO tutoring services, and library resources within the Brightspace environment.

Strengths
Overall, faculty were positive about the transition to Brightspace, with 67% reporting that the shift from E-Racer to Brightspace was easy. Three faculty members found the transition extremely difficult, however, which indicates an opportunity for additional training and support for individual faculty. Most faculty respondents were either satisfied or very satisfied with using and navigating the Brightspace resources and tools, including assignments, quizzes, discussion forums, attendance, and the grade book. When asked to rate their overall satisfaction with Brightspace, faculty gave it an average of 3.8 stars on a 5-star scale. (When asked to do the same for E-Racer, they gave it 3.17 stars)

Areas for Improvement
While expressing overall satisfaction with Brightspace, the responses from faculty indicated that there continues to be a need for additional training. Twenty to forty percent of faculty felt somewhat confident but could do with more training in all Brightspace features, including grades, rubrics, learning outcomes, Panopto, Zoom, and attendance. New adjuncts, in particular, expressed a need for either individual or group training in all of these features.

Respondents who expressed a lack of confidence or a lack of training in Brightspace emphasized the need for more training in rubrics and learning outcomes, in particular, which suggests a need for more general professional development in learning outcome assessment and development. In their narrative feedback, some faculty members expressed a lack of confidence in course design. One faculty member asked, "Could my content page be set up more effectively? How can we set up the course so that it is easier for students to navigate through the content?" Providing opportunities for faculty to see models of well-designed

Brightspace courses could build faculty confidence and improve students' learning experiences. Additionally, the survey indicated that the Study Center and Library Resources are underutilized by faculty in the Brightspace environment. Only 38% of faculty use the Study Center link in their Brightspace courses, while 57% know of it but don't use it. That said, all but one faculty respondent stated that they encourage students to make use of TRIO tutoring resources and services. With some additional training, faculty members could pair this encouragement with a link to the Study Center. Similarly, only 43% of respondents linked to the Library Resources in their courses. By making the Library Resources more accessible to students, they will likely utilize them more regularly and effectively.

Student Survey

Description
One-hundred-twelve students responded to a survey about their experience of using Brightspace. Forty-two respondents (29%) identified as full-time, while twenty-five (17%) identified as part-time. Forty-one respondents (28%) were first-year students. Thirty-six respondents (25%) were enrolled in short-term training courses. One respondent was a high-school student dual-enrolled in a college course.

All of the respondents were required to use Brightspace to work in at least one of their courses. Fifty-six percent were enrolled in between 1-4 classes that required the use of Brightspace, while forty-four percent were enrolled in more than four courses that use Brightspace. The majority of student respondents (93%) reported being comfortable or very comfortable with using technology, which indicates that there was a low barrier of entry for most students as they began using the LMS.

Number of Courses on Brightspace

■ One ■ Two ■ Three ■ Four ■ > Four
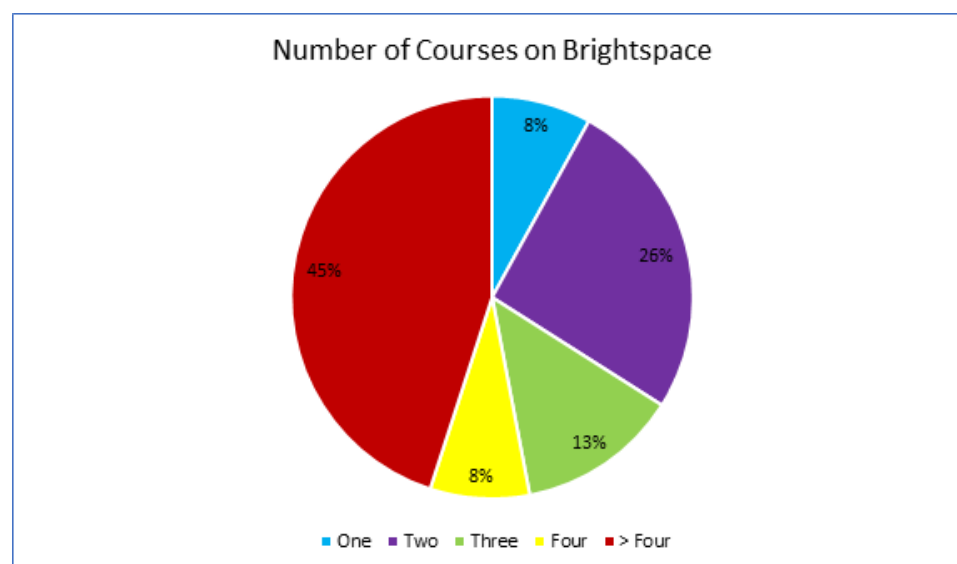
Ninety-five percent of respondents took a quiz, wrote a discussion post, submitted assignments or attended Zoom sessions in Brightspace. The majority of the respondents (55%) spent between 2-4 hours on Brightspace each day, while 23% spent between 4-8 hours per day on

Brightspace. This indicates that students significantly engaged with Brightspace in order to complete their coursework.

Average Hours per-day spent on Brightspace
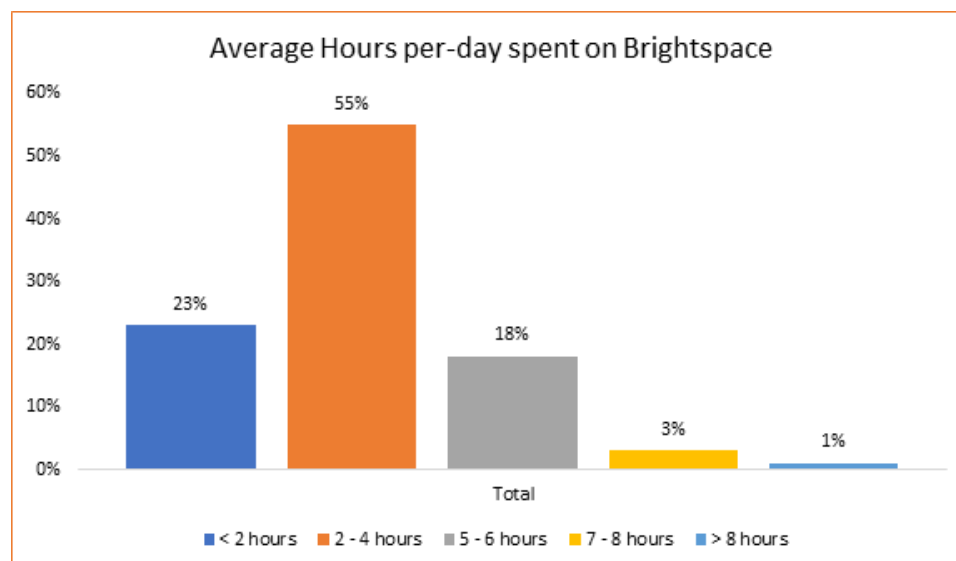
Strengths

All student respondents used Brightspace in some capacity for their courses during the Spring 2021 semester. Ninety-five percent of respondents reported that they were asked to submit assignments, complete quizzes, or complete a post in the discussion forum, and most found it easy or very easy to navigate the course and locate the necessary information to complete their work. Respondents gave their experience of using Brightspace an overall rating of 4.12 stars (out of 5). In their narrative feedback, several students expressed that they felt Brightspace was a "great" tool and found it easy to navigate once they got the hang of it. One student wrote, "I love Brightspace. It allows me to take my classes online, stay organized, and is keeps me notified and up to date." Additionally, most student respondents found it easy or very easy to communicate with their instructors via Brightspace, with email and Zoom being the favored way to interact with instructors.

While only 43% of respondents to the faculty survey reported linking to the Library Resources in their Brightspace courses, 75% of respondents to the student survey either used or knew about the Library Resources link. This suggests that the small number of faculty members who did include the Library Resources link in their courses were able to introduce a large number of students to those information resources.

Areas for Improvement

In their narrative feedback, student respondents cited inconsistency in course design was the source of any difficulty they had in navigating Brightspace, as everything was presented a little differently in each course. As one student noted, "Brightspace is great after you get used to how each Instructor sets their [course] up." Some students indicated that they thought some of their instructors needed more training in setting up their courses, which suggests that they found some courses easier to navigate than others. Finding feedback on assignments and

quizzes, locating grades, and uploading assignments were difficult or very difficult for 10-17% of student respondents. This indicates a need for explicit instruction from each of their instructors regarding how to access feedback and upload assignments.

In order for students to benefit from the tutoring services available via the LMS, it is necessary for them to know about them and know how to access them. Only 13% of student respondents used the link to the Study Center, and 44% of respondents didn't know about it. Very few students used Brainfuse, and most (62.5%) didn't know about it. We will promote this heavily to our student body during new student orientation and through email campaigns from TRiO throughout each academic semester in an effort to increase engagement with this software.

We will endeavor to promote this more heavily to our student body to increase engagement with the software.

Projections

WCCC is creating a two-year training and assessment schedule focused on learning outcomes and Brightspace.

Learning Outcomes

WCCC is currently focusing on the next phase of training, which incorporates class and program-level outcomes into all credit courses offered. Faculty are spending two days this summer break in a training workshop updating Program Level Outcomes (PLOs) to ensure measurability, connecting class level outcomes to the program outcomes, identifying courses where outcomes can be assessed, and setting up their courses in Brightspace to be used to assess the learning outcomes at the program level. This process will continue in the Fall as we meet with the faculty for Professional Development Days in August. Course level outcomes will be updated on course syllabi, they will be nested with program-level outcomes and by the end of the Fall 2021 semester, we will begin to generate data from Brightspace on this assessment process and our student success levels.

We are still performing a manual collection of artifacts and hand-scoring these artifacts for assessment of our Institutional Learning Outcomes (ILOs). We need to establish how our ILOs and PLOs go together and how we might incorporate assessment of ILOs within Brightspace. The ILOs are general learning outcomes that all students should achieve, while the PLOs are specific outcomes of a student's chosen major. The ILOs and PLOs are therefore not nested but should go hand in hand with each other, and our goal should be to have students leave the institution with success in both learning outcome areas.

Brightspace

Our faculty and student Brightspace surveys indicate that we need to focus on some key areas over the next few years with our Brightspace training. This includes the Panopto and video-making features available in Brightspace. For online courses and courses with online components, more training on instructional design and course development is necessary. The

student survey showed that some students had difficulty finding where faculty left feedback and or wanted assignments posted. More training needs to be done around the content and feedback options within Brightspace, which are extensive and can inadvertently cause issues if used in the wrong spot. An opportunity for faculty to share their ideas around course design in Brightspace would also be beneficial as it would allow faculty to see new ideas or inspire ideas for their own courses. Opportunities for sharing best practices would also show faculty what other instructors are doing in their courses so they have a better understanding of why students may find it difficult to navigate all these different classes.

C. Implementing Online Courses and Programs and Achieving Enrollment Goals

Description & Appraisal

Implementing Online Programs

In an effort to support success in implementing online programs, the College has worked diligently to provide training and professional development to faculty for improvement of remote/online instruction. The College has invested in a substantial amount of new technology to support remote/online instruction. A component of this new technology is the use of simulators for instructional purposes. As online courses are developed and implemented, the Student Services Division has increased online and virtual access to support services and resources. For example, students are able to have virtual meetings for advising, tutoring, and financial aid assistance. Brainfuse software is specifically available for online tutoring any time, day or night. Virtual telehealth has also been implemented for students to see a medical provider online for free. Additionally, the student navigator continues to provide virtual support to students through barrier removal supports, such as gas, food pantry pickup, and grocery cards. While the coronavirus pandemic forced the College to pivot to remote/online learning for all courses for a period of time, many of these initiatives were occurring or being planned before the pandemic. Pandemic relief funds have allowed the College to expand technology at a quicker rate than would have been possible without the additional funds.

Faculty Training and Professional Development for the Improvement of Online Courses

Twice per year, WCCC offers its faculty and staff professional development sessions to keep everyone up to date on current educational trends and technologies. With the transition to Brightspace as the standard LMS for all MCCS campuses and initiatives to move to online course options that make our courses more accessible to more students, each of our bi-annual sessions has included training on those topics. (Please see Appendix C1 for a list of the faculty training and professional development sessions from Fall 2019-present.)

Training for online course instruction is available to all MCCS faculty as a course in Brightspace. The course, called *onlineTLC*, is targeted at instructors who would like to teach online at an MCCS campus. The course introduces faculty to the MCCS Online Teaching and Learning Standards and demonstrates the tools and practices that meet the standards. Faculty experience an online course as an online student, plan the design of their own course, become familiar with some of the tools and functionality of Brightspace, and share and learn from other instructors. Faculty also can build best practices into and get professional feedback on their online course. The course was initially offered in June of 2020 and was repeated three times over that summer. WCCC faculty were encouraged to attend. The course is still offered through Brightspace but as a self-paced, fully online course.

New Technologies to Support Online Instruction

Washington County Community College has invested in multiple technologies to support remote/online learning instruction. These technologies can be broken into three broad categories: hardware/software technology; subject-specific technology, academic support technology; and audio/video technology. Please see Appendix C2 for a complete listing of the many technologies instructors and academic support staff have adopted to facilitate academic success for students in remote modalities.

Enhanced Online Student Support Services

In response to the increasing need for virtual and online services, the Study Center created a Zoom account for each staff member. Staff schedule virtual appointments with students as needed for advising, tutoring, and other student support activities such as assistance with forms and career readiness. Recurring tutor sessions are created for students who ask for them or who are referred by their instructors. A daily virtual study hall session is facilitated by a staff member where students can drop in to ask for help.

The Study Center uses a Brightspace course to provide students with accessible supports and information. Study materials, external websites with learning resources, the Brainfuse tutoring link, and the virtual Study Hall daily link are all housed in the Study Center's course. Students can upload their assignment drafts to their tutor or request a tutor through the course page.

Evaluation Plans for Full-Time and Adjunct Faculty

Document A in Appendix C3 outlines the evaluation schedule currently in place for the evaluation process of full-time faculty members. The faculty are evaluated every third semester. This includes a live visit to a class, a live visit on Zoom, or an electronic visit to the Brightspace page of each faculty member by the Academic Dean. A formal feedback process is followed that includes self-reflection and evaluator reflection. The evaluation instrument being used has been accepted by the Faculty Association and is included as Document B in Appendix C3.

The Department Chairs have begun the process of visiting and evaluating adjunct faculty using the same process and instrument as is used with the full-time faculty. We did have to take a semester off because of the pandemic and not visit classrooms during Fall 2020, but we were able to resume in the later part of the Spring 2021 semester.

For many years WCCC has contracted with Course Eval to provide students the opportunity to give feedback to faculty and the College on their experiences in each course they are enrolled. This third-party package provides valuable feedback that helps faculty and College departments enhance our courses and services. We have recently ended the contract with Course Eval because the product did not allow us the capability to tailor the data collection and reporting. Starting in Fall 2021, we will be using Brightspace to create a unique student feedback evaluation process. The template for this process is being created at the system level and will be forwarded to our campus to make further modifications and generate the feedback and data

we feel is most useful in our pursuit for using data to drive the decision-making process to enhance our teaching and learning. We believe we can also integrate the student course evaluation process into each course offering more effectively in order to stimulate a greater response rate than we have experienced in the past.

Achieving Enrollment Goals

The workforce development department has continued to expand opportunities for students to take short-term training courses with a goal of creating pathways to matriculation into certificate and degree programs, such as Business Management and Production Technology. Additionally, the College has continued to focus on the enrollment of adult learners into online degrees.

Workforce Development Offerings to Support Enrollment Goals

The Workforce Development department is working to make registration for short-term online trainings as simple as possible for students. The MCCS is seeking an e-commerce application that will integrate with Brightspace to provide automated student enrollment upon successful online payment and/or registration. Essentially, the workforce divisions need a storefront where non-registered students can shop for courses and training (online, hybrid, and/or face-to-face) and purchase access to the course instantly. Its main purpose is to host non-traditional educational courses within the Brightspace environment and provide easier access to course material for a learner who does not need to go through the admissions and registration process. The possible integration with Brightspace will allow the learner to be within the College's actual electronic learning environment so that their experience doesn't look any different from any other course offered through the College.

Through private philanthropic funding from the Betterment Foundation and the Wildflower Fund, WCCC expanded its Maine Department of Corrections (MDOC) partnership to include major investments in technology at four MDOC facilities. These investments permitted those facilities to increase their infrastructure through server and connectivity upgrades, laptops for in-facility use, and laptops for incarcerated students transitioning back into their communities. These upgrades make it possible to provide expanded and improved student access to post-secondary educational opportunities through WCCC's Second Chance Pell programming, as well as other no-cost college course offerings through WCCC's Workforce Division. In addition, Massachusetts Institute of Technology is also offering college courses in five of MDOC's facilities in a unique articulation agreement partnership with WCCC. These courses, as well as all of WCCC's Second Chance Pell courses, are fully online and would not be possible without the support for these needed upgrades.

Fall 2020 brought a collaboration among Machias Valley Center for Entrepreneurship, WCCC, and partners resulting in the launch of Partners in Entrepreneurial Pathways (PEP). This ten-week, 3-credit online course offers free college credit to WCCC students and is designed to promote entrepreneurship and small business ownership as a viable and attractive career pathway by connecting participants with a large network of regional and statewide mentors.

The Washington County small business community was offered the option of auditing some or all sessions at no cost. This created a unique and dynamic learning environment. The project was funded by a $10,000 Downeast Innovation Grant through the Maine Community Foundation and additional funding through our partner Sunrise County Economic Council. The course was exclusively taught by guest lecturers who are subject matter experts in their field/topical area and was offered in a remote modality (both asynchronously and synchronously) to allow for maximum student flexibility. A 2.0 version was developed and launched in Spring 2021, focusing on leveraging the business plan. The delivery and modality are the same as the 1.0 version, and the course continues to build upon and maximize highly collaborative partnerships for course delivery. Both courses have been approved through the WCCC Academic and Curriculum Committee. These offerings are part of our strategic plan to increase enrollment within our online Business Management AAS degree and Entrepreneurship Certificate. Three students who participated in the initial Partners in Entrepreneurial Pathways workforce development offering enrolled full-time into the business management program. Five additional students who participated in the Partners in Entrepreneurial Pathways 2.0 workforce development offering enrolled full-time into the Business Management or Entrepreneurship programs. One student matriculated into the Computer Technology program after completing the 2.0 version of the offering. Future course offerings and enrollment projections are listed at the end of this section.

In a similar model and in response to an identified workforce need statewide, WCCC, in collaboration with the Machias Valley Entrepreneurship Center and the Maine Lobster Dealers Association, developed and delivered the Business of Maine Lobster course. Like PEP, the course is led by subject matter experts in the field and examines what happens to Maine lobster post-catch. It details the impact of the industry and covers logistics, storage, movement, delivery, and inventory management. This introductory course is timely in feeding a workforce logistics course in Fall 2021, which will serve our Entrepreneurship Certificate, Business Management, or Production Technology programs. The Business of Maine Lobster is a first-ever program developed to promote workforce opportunities and innovation across Maine's Lobster Industry. Two students who enrolled in The Business of Maine Lobster Course were simultaneously matriculated in the Business Management and Production Technology programs.

In another unique industry partnership, WCCC is collaborating with St Croix Tissue (STC), a high-tech tissue manufacturing facility, to deliver electro-mechanical industrial technology courses onsite using a virtual platform and live lab. This training was slated to be delivered onsite and in-person over a year ago, but Covid-19 delayed the training. Recognizing the serious skill gap cited by the company, WCCC designed a model that would keep the training completely internal while also utilizing technology. Through an e-Learning system by Amatrol, students can work at their own pace through the course competencies. Students have access to an instructor for the online content and also have live labs on-site at the company utilizing company equipment, policies, and procedures. The adjunct instructor is actually an SCT leadership team member and is able to deliver the course completely individualized to SCT's needs while following the course syllabus. The courses taught off-site, either live or online, include TEC 150:

Electronic Principles 1, TEC 151: Electronic Principles II, EIT 180: Programmable Logic Control I, EIT 250: Industrial Troubleshooting, and EIT225: Industrial Instrumentation, for a total of fifteen credit hours, almost one-quarter of our Associate in Applied Science. Funding for this series of courses is through Maine Quality Center and allows the company to access the training at a 50% discount. Funding included course delivery, course materials, as well as a laptop lab to allow access to the online learning components.

As part of the aforementioned Betterment Foundation and Wildflower Funding Proposal, WCCC has invested in the development, delivery, and evaluation of a unique self-exploration and college aspirations course to be delivered within five of Maine's Department of Corrections (MDOC) facilities. Through our Second Chance PELL work, as well as our work around a Collegiate Recovery Program, we realized the need to increase access to postsecondary education to improve outcomes for criminal justice system-involved individuals. We also identified large gaps in self-esteem, self-efficacy, self-worth, and mattering within incarcerated individuals. "You Matter to ME" is a two-credit, hybrid course that is anticipated to be delivered at three of the facilities. Course topics focus on trauma-informed practices and content. This unique, collaborative model of delivery includes an MDOC Adult Education instructor and a subject matter expert in the field of hope and mattering. The course content is modeled from a project around trauma sensitivity in young children and families in rural Maine, led by an organization called TREE (Transforming Rural Experience in Education) and Colby College. Colby College will be assisting us in the evaluation stage of the project. Thirty individuals will receive the course in the first cohort, and it will be repeated. The hope is that it will be an ongoing course that will be the equivalent of our First-Year Experience course. We anticipate this course being part of our regular catalog and being offered to all students.

Start-Up Downeast provides coaching, personal finance, and business plan skill-building as well as barrier removal support for WCCC students in selected majors who have a goal of starting or purchasing their own business. Developed in partnership with the State of Maine and the College, this innovative program will use USDA SNAP Employment & Training resources to help students in low- to moderate-income households pursue entrepreneurship as a career path. This is the first time that these federal funds will be used to promote Maine Entrepreneurship, and we hope that this work can be expanded to other regions.

The Substance Use Disorder & Recovery certificate program, which was delivered through the Workforce Division, is comprised of ten courses from our Health and Human Services program that meet the requirements to apply for licensure as a State of Maine Certified Drug and Alcohol Counselor exam. Courses were offered two at a time over the course of eight weeks for a total of five modules. This trial with 8-week modules was successful and well-received and was replicated with many of our regular academic courses. The course sequence was funded through Maine Quality Center funding, as well as other workforce partner funds. The first cohort of thirty-five students will complete the course sequence in late July, and the second cohort of forty students will finish in late January 2022. We have had sixteen matriculations into our Health and Human Services Associate degree program, fourteen from cohort one and two from cohort two. We are offering a scholarship to those students should they wish to complete

their degree. We are also planning a similar group of courses to allow students to complete their Mental Health Rehabilitation Technician – Community (MHRT-1), with plans to offer the course in Fall 2022 with a similar modality as well as an industry-recognized credential and an opportunity for matriculation. This is a state certification through the Maine Department of Health and Human Services. In addition, we are planning a ten-course sequence called Health Occupations which will prepare students for entrance into nursing and allied health tracks at WCCC in partnership with sister institutions that will potentially be offering a satellite nursing program.

Three years ago, WCCC's Workforce Division began special project work with MDOC, specifically the Southern Maine Women's Re-Entry Center. With Maine Quality Center funding, WCCC began offering online college courses in Production Technology that lead to a national credential. Women who completed the industry credential wanted more coursework, and we pursued funding opportunities. WCCC was invited to apply to the US Department of Education to become a Second Chance PELL institution, and we were selected. We began offering Business Management and Production Technology in Fall 2019 and have added to those online options with Human Services, Liberal Studies, Trades and Technical Occupations, and Career Studies. We have also expanded programming into the Mountain View Correctional Facility, where we have dynamic programming options that include apprenticeship opportunities in Building Construction, Culinary, and Warehousing. It is estimated that the College will have ten continuing students and 8-12 new Second Chance PELL students enrolled as certificate or degree-seeking students in the 2021-2022 academic year for a total of 18-22 students.

Various new workforce initiatives have created on-ramps to strengthen enrollment, specifically among the adult learner population. As explained throughout this document, WCCC's Workforce Division has offered numerous short-term training options over the past two years. The trainings have been strategically developed to both fill gaps in Maine's workforce and provide pathways to further postsecondary opportunities, strengthening the skill gap even further. The goal of the Workforce Division is to create digital badges wherever applicable in new short-term training options and course development to provide learners with as many credentials of value as possible.

Enrollment of Adult Learners into Online Programs

In the Fall 2019 semester, 149 students (37.1%) were considered adult learners (twenty-five years of age or older). In the Fall 2020 semester, that increased to 168 students (43.3%). The increase of 19 students (12.75%) can be attributed to the additional flexibilities in place with online learning and eight-week courses. Specifically, in the 2020-2021 academic year, 66.7% of business management program students were adult learners compared to 37.5% in the 2019-2020 academic year. The production technology program continues to be comprised of adult learners. Enrollment increased by 87.5% for business management and 150% for production technology when comparing the 2019-2020 and 2020-2021 academic years. The college will continue to focus recruitment and retention efforts on the adult learner population, specifically related to online programs. Enrollment projections for online programs can be found in the projections section of this document.

The College completed a survey of student and faculty members to determine perceptions around the newly developed eight-week courses. The student survey was comprised of nine questions, four of which were open-ended. A total of 102 students responded to the survey. Sixty-five students (64%) would opt for the 8-week schedule, and twenty-seven students (26%) would opt for the 16-week schedule. Of the ten that answered 'other,' five preferred to have both options available, two preferred the 8-week schedule only for online classes. Eight students said that the 8-week schedule allowed them to work at their own pace and "worked for their lifestyle." To evaluate the success of implementing accelerated eight-week courses, the College examined grade distribution data for several previous semesters. For the Spring 2018, Spring 2019, and Spring 2020 semesters, the D grade, fail, withdraw (DFW) rate in the courses was 23.49% on average. When comparing the courses offered in shorter and online formats, for the first eight-week courses in Spring 2021, the DFW rate was at 14.47%. For the second eight-week courses, the DFW rate was at sixteen percent, although there is a 3.43% incomplete grade rate that may impact the final data for that module.

As part of our strategic plan to attract and retain more adult learners with some college and no degree, WCCC implemented two adult learner scholarships in Fall 2019. The first scholarship provided $500 for first-time adult learners enrolling at WCCC. The second scholarship provided up to $500 for former WCCC students to assist with paying down previous, overdue balances preventing them from returning. One student received this scholarship in the 2019-2020 academic year, and efforts are ongoing to encourage more students to return with the assistance of these soaring back adult learning scholarships.

WCCC continues to focus marketing efforts for specific populations, including traditional learners, high school students, adult learners, former WCCC students with some credits but no degree, and working adults seeking training programs. WCCC increased advertising on social media using specific demographics to target students for specific majors. WCCC participated in non-traditional college fairs and worked with local businesses to establish recruitment events.

WCCC's Student Navigator position continues to focus on adult learners and barriers removal. The Student Navigator used results from the Fall 2020 student in-take survey to develop and implement programs. Twenty-six incoming students voluntarily completed the survey, and half of the respondents were adult learners or single parent students. As mentioned in a previous section, the College is creating a Student Advocacy and Resource Center to provide additional support for adult learners, with both in-person and remote/online services available.

Projections

The strategic enrollment management plan will continue to be implemented, with a focus on the attraction and retention of adult learners. A specific focus group is parent students, and WCCC continues to participate in the ASCEND postsecondary leadership circle hosted by the Aspen Institute. As part of this initiative, the College will strive towards a 10% increase in parent

student enrollment across all academic program offerings by the Fall 2024 semester. The College will also strive towards a 5% increase in parent student enrollment across trade, technical, and career programs by the Fall 2024 semester.

The Workforce Development Division will continue to offer short-term trainings with clear pathways for students to matriculate into certificate and degree programs. The Enrollment and Student Services Division will continue to collaborate with Workforce Development to create a seamless transition for students to move from short-term training to certificate- or degree-seeking. The chart below includes enrollment projections from students matriculating from short-term workforce development offerings over the next three years.

Enrollment Projection Matrix ~ Short-term Workforce Training to Matriculated Students

Short-Term Training/Workforce Development Offering	2021-2022 Projected Course Registrants	2021-2022 Projected Matriculated Students	2022-2023 Projected Course Registrants	2022-2023 Projected Matriculated Students	2023-2024 Projected Course Registrants	2023-2024 Projected Matriculated Students	Total Financial Projection
Partners in Entrepreneurial Pathways 1.0 and 2.0	55	7	60	8	65	8	$168,632
Logistics	20	2	*	*	*	*	$16,261
Health Occupations Pathways	25	2	35	3	40	4	$78,002
Substance Use Disorder & Recovery	38	11	*	*	*	*	$103,272
You Matter to ME Prison Transitions	75	5	80	7	85	9	$184,592

* Logistics, Health Occupations Pathways, and You Matter to ME Prison Transitions are Projected to Begin in 2021-2022. Logistics is scheduled to run for one academic year and Substance Use Disorder & Recover will transition to a certificate program in the Human Services Program.

The College recognizes the importance of providing a quality experience for students enrolled in online/remote programs. The College will continue to provide the latest technology and training for faculty to support online instruction. Services to support student success will continue to be offered in flexible ways, such as through virtual meetings and tutoring.

The Student Advocacy & Resource Center will first open in the Fall 2021 semester. During the 2021-2022 academic year, the Student Navigator will collaborate with student services staff to review current programs and develop a plan to fill gaps. This will include programming and support services for adult learners through the newly created Student Advocacy & Resource Center. Evaluation will occur through rubric assessment of co-curricular programming through the Student Advocacy & Resource Center. Additionally, usage data and documentation of support received by students will be used to evaluate the effectiveness of the center.

The College will continue to review opportunities for flexible course options for students, including online and remote availability. In addition to the Business Management and Production Technology programs, the Education program will be offered completely online beginning in the Fall 2021 semester. The chart below includes enrollment projections for online programs over the next three years.

Enrollment Projection Matrix ~ Online Programs

Fully Online Certificate or Degree Program	2021-2022 Projected Matriculated Students	2022-2023 Projected Matriculated Students	2023-2024 Projected Matriculated Students	Total Financial Projection
Education A.S.	10	14	18	$352,432
Business Management A.A.S.	18	22	28	$561,146
Entrepreneurship Certificate	6	8	12	$119,658
Production Technician Certificate	2	18*	24*	$197,160
Production Technician A.A.S.	4	6	8	$148,646

* The Enrollment Projections for the Production Technician Certificate Program are associated with the potential expansion of a local paper mill.

Appendix A: Data-Driven Decision-Making Processes

A1: Fulfilling the American Dream: Liberal Education and the Future of Work

Please click on the following link to access the full AACU report: "Fulfilling the American Dream: Liberal Education and the Future of Work (July 2018)"

A2: Mastery View in Brightspace and Example of Instructor Dashboard

Please click on the following link to access a short video that demonstrates how "Mastery View" in the gradebook enables faculty to assess learners' achievement of learning outcomes: "Monitor and Evaluate Outcome Mastery in Brightspace"

A3: Example of Learning Outcomes Revision Stemming from Faculty Professional Development

Criminal Justice Conservation Law Program Learning Outcomes

Original Program Learning Outcomes	Revised Program Learning Outcomes
Demonstrate an understanding of the sociological and psychological theories of crime causation and evaluation of human behavior.	*Identify and analyze the sociological and psychological theories and concepts of crime causation and human behavior*

Apply critical thinking and problem-solving techniques to the criminal justice and computer forensics environment.	*Apply critical thinking and problem-solving techniques.*
Demonstrate the ability to apply principles of conservation law and due process within the criminal justice system	*Identify and apply principles of conservation law and due process within the criminal justice system.*
Demonstrate interpersonal, written, and presentation skills required for successful employment in a criminal justice field.	*Practice active listening techniques and use clear, concise, accurate, and consistent written and verbal communication skills.*
Consistently exhibit ethical behavior and respect for a diverse community, applying services equitably to all people	*Identify and employ characteristics of ethical, moral, and equitable decision-making in public service of a diverse community.*
Understand and apply knowledge concerning safety and conscientious stewardship of the environment.	*Define and demonstrate conservation and environmental stewardship.*
Be a responsible member of society and the workforce, applying knowledge skills and abilities, ultimately, for the betterment of one's local community.	*Identify the ecology and nature of the Maine environment.*
	Distinguish and practice the principles of public relations and professionalism associated within the Conservation Law discipline.
	Identify and practice safety procedures in the working environment.

Criminal Justice Conservation Law Program Learning Outcomes Map (Introduction, Reinforce, Emphasis, Assess)

Criminal Justice Conservation Law Program Learning Outcomes Map (Introduction, Reinforce, Emphasis, Assess)

Courses	PLO 1 Identify and analyze the sociological and psychological theories and concepts of crime causation and human behavior.	PLO 2 Apply critical thinking and problem-solving techniques.	PLO 3 Identify and apply principles of conservation law and due process within the criminal justice system.	PLO 4 Practice active listening techniques and use clear, concise, accurate, and consistent written and verbal communication skills.	PLO 5 Identify and employ characteristics of ethical, moral, and equitable decision-making in public service of a diverse community.	PLO 6 Define and demonstrate conservation and environmental stewardship.	PLO 7 Identify the ecology and nature of the Maine environment.	PLO 8 Distinguish and practice the principles of public relations and professionalism associated within the Conservation Law discipline.	PLO 9 Identify and practice safety procedures in the working environment.
Semester One									
ADV 105		I, E				I, E	I, E		I, R, E, A
ADV 119		I, R, A		I, R		I, R, E	I, E		I, R, E, A
ENG 101				I					
CMJ 102	I, R, E	I	I, R, E, A	I, E	I	I, R, E, A	I, R, E, A	I, R, E	R
PFT 100					E			E	I, R, E, A
ADV 141						E	I, R, E, A		
FYE 100									
PHI 116					I, R, E, A			I, R	
Semester Two									
ADV 121		I, R, A		I, R		I, R, E	I, E		I, R, E, A
ADV 115	I, R, E, A	E		E, A					I, R, E, A
CMJ 201		I, E	I, E, R, A						
CMJ 122		I, E	I, R. A						
ADV 142						E	I, R, E, A		
EMS 114		I, R, A			I, R, E, A				I, R, E, A
Semester Three									
ENV 135		I, E				I, R, E, A	I, R, E, A		
MAT XXX									
CMJ 245	I, R, E, A								
BIO 120		E							

| Courses	PLO 1 Identify and analyze the sociological and psychological theories and concepts of crime causation and human behavior.	PLO 2 Apply critical thinking and problem-solving techniques.	PLO 3 Identify and apply principles of conservation law and due process within the criminal justice system.	PLO 4 Practice active listening techniques and use clear, concise, accurate, and consistent written and verbal communication skills.	PLO 5 Identify and employ characteristics of ethical, moral, and equitable decision-making in public service of a diverse community.	PLO 6 Define and demonstrate conservation and environmental stewardship.	PLO 7 Identify the ecology and nature of the Maine environment.	PLO 8 Distinguish and practice the principles of public relations and professionalism associated within the Conservation Law discipline.	PLO 9 Identify and practice safety procedures in the working environment.
CMJ 212		I, E	I, E						
Semester Four									
CMJ 250									
CMJ 251	R, A	R, A	R, A	I, R, E, A	I, R, E, A	R, A	R, A	R, A	R, A
HIS 115		E							
CMJ 224		I, R, E, A							
COM 200				I, R, E, A					
EMS 116		I, R, A			I, R, E, A				I, R, E, A

A4: Tableau Dashboard Data Sets

The following data sets are accessible to the Executive Team through Tableau Online:

- Brightspace
  - Course Activity Report
    - Instructor Activity and Student Activity
- Enrollment
  - Admissions for current semester
    - Trend, Headcount, and Change
  - Dual Enrollment Comparison

- o Dual Enrollment Outcomes
  - Former DE status, top non-MCCS institution, Year-to-Year Comparison
- o Enrollment by Program
- o Previous year Fall enrollment comparison
- o Current Fall enrollment
  - Credit hours by Category, change, and trend
  - FTE change and trends
  - Headcount by Category, change and trend
- o Sending High schools
  - Sending High schools, top sending, and trends
- o Current Spring enrollment
  - Credit hours by Category, change, and trend
  - FTE change and trends
  - Headcount by Category, change and trend
- o Summer Enrollment
  - FTE and headcount
- o Tuition and Fees Covered by Grant Aid
  - Percentage distribution and summary by college
- IPEDS (Integrated Postsecondary Data System)
  - o IPEDS Completions
    - Award Level and completion by CIP
  - o IPEDS Outcomes
    - By cohort and by college
  - o IPEDS Retention Rates
    - MCCS rates and individual college rates
- Special Projects
  - o Previous Fall Enrollment
    - Accepted vs earned by college
    - Percentage attended by county and zip code
    - High school yield, top sending colleges, top non-MCCS institution
- Student Success ATD Dashboards
  - o 3-Year Outcomes
    - College 3-Year rates
    - IPEDS graduation rates, rates by cohort year/term
    - IPEDS retention rates, rates by cohort year/term
    - MCCS 3-Year rates
  - o Credit Completion
  - o Early Momentum
    - College credit by first term and first year
    - First term trends by college and by MCCS
    - First year trends by college and by MCCS
  - o Gateway Math and English
    - Completion and Trends
  - o Persistence

- - - MCCS and individual college trends
- Student Success Program Review
  - MDOL 2015-2017 Outcomes
    - Completers by credit and program
    - Median salary range by credential type and by program of study
    - Program graduates employed
  - Program Review
    - Admissions, CIP Lookup, Credentials awarded, enrollment, student success
- Workforce
  - Maine Quality Centers
    - Student details, and summary by college

Screenshot of the Tableau Dashboard:
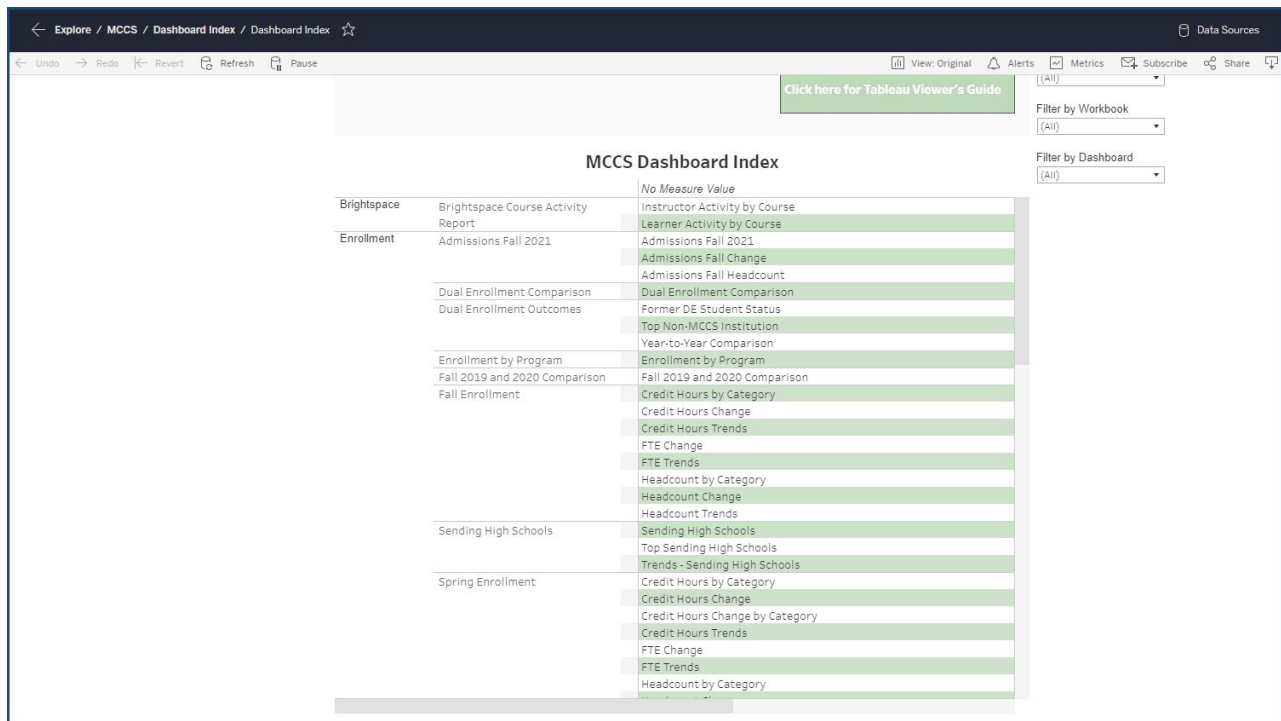
Washington County Community College

First & Second Floor Renovations
Proposed Layouts

December 3, 2019
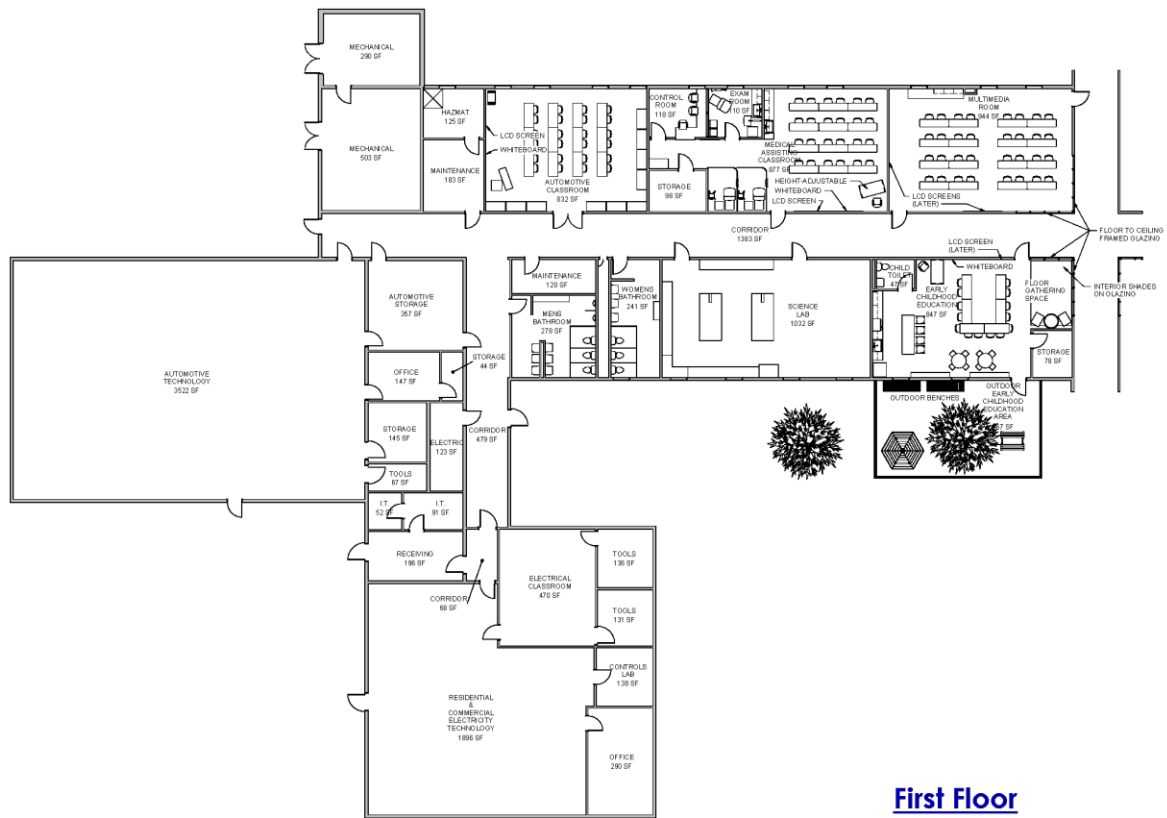
First Floor
Proposed Layout
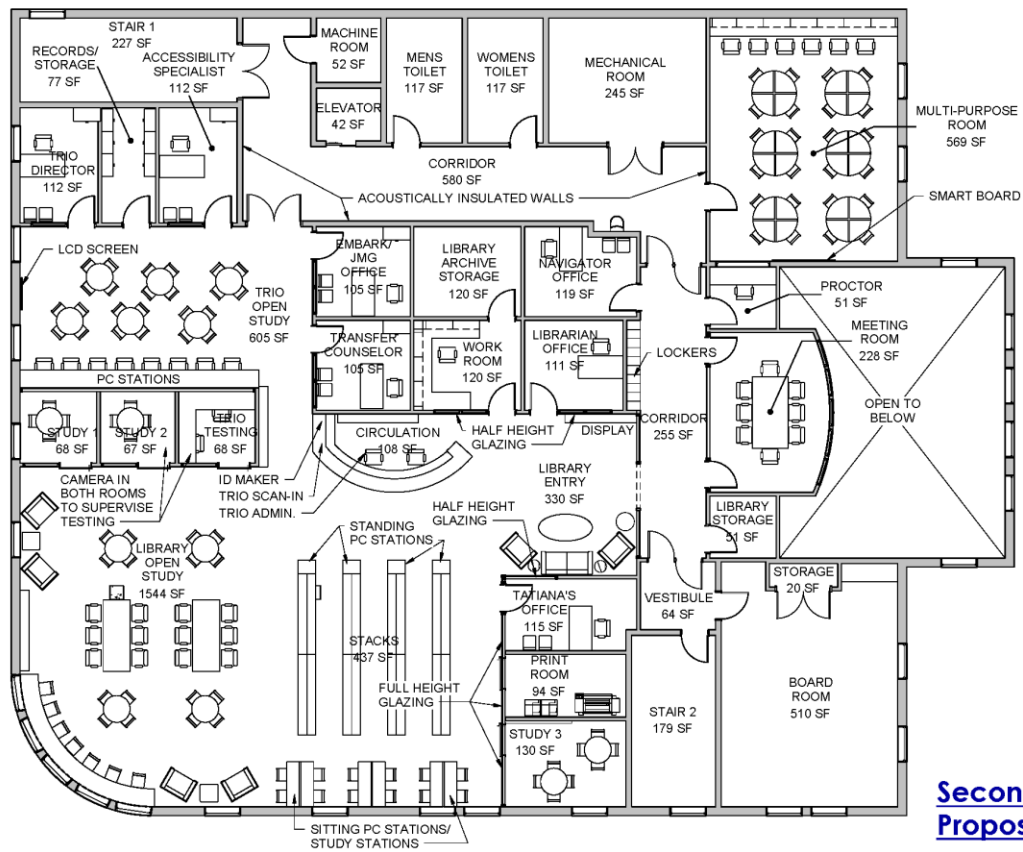
Second Floor Proposed Layout

Appendix B: Transition from Jenzabar LMS to Brightspace D2L

B1: Courses included in the Brightspace Training Library

- Introducing Brightspace
- Brightspace Basics
- Student Success with Learner Management
- Online Grade Book
- Brightspace Open Q&A
- Importing Courses and Content
- Using Brightspace to Support Face-to-Face Courses
- Video Tools in Brightspace
- Managing Discussion Forums
- Using Quizzes: Why, When, & How
- Trouble Shooting Gradebook: Three Common Issues
- Awards and Certificates: Making Feedback Fun

Appendix C: Implementing Online Courses and Programs and Achieving Enrollment Goals

C1: Faculty Training and Professional Development for the Improvement of Online Courses

Spring 2021 (March 12, 2021):
- Learning Outcomes Overview, Tatiana Osmond
- Drawing Assessment out of your course, example of Critical Thinking, Tatiana Osmond
- Working with Learning Outcomes in your Brightspace Course

Fall 2020 (September 8-9, 2020):
- Academic Affairs and Workforce Development – Nichole Sawyer, Elizabeth Phillips, Darin McGaw
- Topics: Remote/online Learning Environment, Transition Plan in Case of Outbreak, Workforce & Professional Development Plan
- Zoom and Brightspace Update – Tatiana Osmond
- Panopto, Qwickly, Plagiarism Detector, Document Reader Update – Tatiana Osmond
- Using Cengage Unlimited – George Chmielecki
- Microsoft TEAMS training – Rob Finn and Mel Adams

Spring 2020 (March 30 – April3):
Due to the pandemic, many courses at WCCC went remote/online following Spring break. The return to classes following the vacation week was delayed for one week to allow faculty, staff and students time to convert to remote/online learning. This week became our spring professional development.

Preparations during that week included:
- Product installation and training
- Zoom
- Brightspace Virtual Classroom
- SnagIt, Camtasia
- Other Brightspace features and functions.
- Hardware acquisition and distribution
- Web cams
- Headsets
- Loaner laptops
- 2nd displays
- Other program specific hardware requirements.

Fall 2019 (September 3-4, 2019):

- New LMS and its Assessment Capacity – Tatiana Osmond, Elizabeth Philips

To assist with the transition to online and remote/online learning, and the change to the Brightspace LMS, the MCCS organized and hosted a statewide Brightspace Symposium on May 14, 2020. WCCC Faculty participated. Training sessions included:
- Brightspace Basics
- Online Grade Book
- Importing Courses & Content
- Video Tools in Brightspace
- Managing Discussion Forums
- Using Quizzes: Why, When, & How
- Troubleshooting Gradebook: Three Common Issues
- Awards & Certificates: Making Feedback Fun

Additional academic program specific breakout sessions were also held allowing instructors who share common courses exchange ideas and discuss program specific challenges.

C2: Technologies Used to Support Online Learning

1. Hardware/Software Technology

For Instructors – Teach from anywhere.
The following technology is made available to faculty to support remote/online instruction at WCCC: an instructor's workstation, a laptop/desktop, second display, web cams, headsets, speakers, microphones, and/or a tablet/stylus to simulate the use of a virtual whiteboard either in Zoom or Brightspace Classroom

To complete the full work from anywhere experience, faculty and staff could use a program called Avaya Equinox which, when installed on a personal computer, gives a user full access to their office phone. Avaya Equinox brings your office phone to your desktop, allowing one to take and make calls from their office phone from anywhere using the internet. It eliminates the need to use a home or personal cell phone to make WCCC-related calls.

For Students – Learn from anywhere.
For remote/online or online students without access to adequate personal computer resources, WCCC made the resources available through loaner equipment, including laptops, web cams, and audio equipment such as headsets, speakers, and microphones.

As the pandemic lengthened, WCCC took full advantage of the CARES Act and the Coronavirus Response and Relief Supplemental Act to ensure all students had the resources they needed to succeed in an online/remote educational environment. Student support services (mentioned in intro note can go here – shift it down.

Internet network accommodations

For any home without adequate internet service through standard internet service providers in the Washington County area, WCCC made available internet hotspot devices. These are mobile routers which can be used to set up a private internet connection for multiple devices using a 3G or 4G signal from a cellular network provider. Typically, these hotspots are used for internet access while traveling but they are perfectly suitable for home access where a cellular network signal provides better internet service than the ISP.

2. Subject-Specific Technology

Brainfuse

Brainfuse Online Instruction is an educational service for tutoring. All enrolled students at WCCC with a Brightspace account can access Brainfuse services twenty-four hours per day, seven days per week. Brainfuse offers a live chat with tutors by specific subject area and a paper review service.

Academic Support Technology

Academic Support Technologies include any general technology that contributes to the enhancement of remote/online learning at the College.

Office 365

All active staff and students at WCCC are provided with an Office 365 account. Office 365 is a combination of software and tools that are integral for any learner and educator. The Office 365 suite includes a variety of word processing, spreadsheet, and presentation software, cloud storage, and domain specific sharing. These technologies provide the foundation for document creation, storage, and sharing among learners and instructors. WCCC's account includes licenses for the following Microsoft Products: Word, PowerPoint, Excel, Outlook, One Drive, Teams, Sway, Forms, One Note, and SharePoint. Teams, in particular, provides a platform for instructors and learners to communicate using multiple modalities, including video, audio, chat, and shared files.

Zoom

The College has licensed Zoom accounts that are issued to instructors conducting remote/online learning. These accounts can be integrated into WCCC's LMS Brightspace environment. With this integration, Zoom recordings are automatically stored within our Panopto platform and instructors can edit and share the recordings within their Brightspace courses. The integration provides a page within Brightspace where all Zoom sessions and recordings are displayed and accessed.

Revel by Pearson Online Textbooks and Learning

The Criminal Justice (CJ) instructor uses a program by Pearson Online Textbooks and Learning called Revel. Pearson Revel has online textbooks that cover a majority of the CJ program. By using Revel, the instructor found that it was easier to move his classes to an online

environment. Revel let him choose what topics he wanted to cover and integrated class discussions and counterpoint videos, which allowed the students to discuss and support their own views.

3. Audio/Video Technology

Remote/online learning today requires quality video making and image capturing software in order to provide learners with visual and audio learning material. WCCC faculty have access to several software options for video production and editing, as well as screen capture tools.

Panopto

Panopto provides video creating, editing, casting, and content management of video files. It works within WCCC's Brightspace learning environment, which ensures that video files are stored and organized according to courses and topics. Panopto records onscreen and front video capture simultaneously. This allows instructors to be able to record the display of lecture notes or PowerPoints while also recording the demonstration of tasks and other procedures for learners to see. Once recorded, the videos can be edited, closed captioning can be created, and the video can be shared either in Brightspace or as a link provided to learners. Panopto can also be used to upload videos made using other video making software. Its content management ability provides instructors with limitless storage for their video files. It acts as a hosting platform for any videos uploaded to the site, which helps to ensure that videos stay private and commercial free. There is a live-streaming option with Panopto, as well. This option is similar to a webinar where students can view the video recording live. A final feature of the Panopto video tool is the ability to review statistics and reports detailing download, engagement and views of each video by each individual.

Camtasia Studio

Camtasia is a video screen capture software that affords instructors the opportunity to create their own video tutorials. The instructor can show their own video picture in a portion of the capture screen, record voice during recording, record all mouse movements, and then perform edits in the timeline post recording to include zoom and pan, mouse highlights, and other tools. Several WCCC instructors use this software as licensing has been made available through the I.T. Department.

Snagit

Snagit is a screen capture software that allows instructors to perform quick screen grabs and then add notations. Snagit does offer video screen recording as well, however, the options for editing differ from those offered in Camtasia. Snagit is a favored tool for many users at WCCC.

Storyline

Storyline is used by the WCCC instructional technologist to create and deliver interactive courses to online learners in subjects such as assessment and decision-making, for example. It was also used to create WCCC's orientation.

"Eyeball" Conference Web cams

Several WCCC instructors use the LogiTech remote/online controlled 'eyeball' web cameras for instruction delivery in the remote/online environment. The remote/online control allows for swiveling of the camera 180 degrees, up and down control, and zooming capabilities. The base unit also houses the microphone and speaker. Several instructors swivel the camera from the themselves to a 'big screen' where, for example, an image from a document camera is projected.

Simulation Software to Promote Quality Online Instruction

Online simulators have been introduced into many programs and courses offered at WCCC. These simulators allow participation from remote/online and online students. The simulators are also used in live classroom environments. Simulators are excellent tools for introducing new concepts, repetitive practicing of skills, and allowing instructors to present situations that may be impractical to implement in a physical classroom environment. Faculty use the following simulators in their programs:

Cengage MindTap

Many courses at WCCC use instructional materials from various academic publishers. Publishers' materials often integrate online lab environments that reinforce material covered in the course.

The publisher Cengage offers a platform called MindTap with many of their textbooks. MindTap includes online lab simulators, videos, assessments, study tools and seamless access to online textbooks. In addition, Cengage resources can be seamlessly integrated and accessed directly from the WCCC Brightspace LMS.

Additional Online Simulators used by WCCC Faculty

Mechanical Technology with Specialization in Passenger Vehicle (Associate in Applied Science)
- Simulator: Online engine overhaul simulator software
- Courses:
  - MET107 – Introduction to Engines Operation
  - MET129 - Introduction to Engine Overhaul
  - MET144 - Engine Repair and Performance

The MET107 course is also offered as part of the curriculum for the WCCC Automotive Technology (Certificate program), and Mechanical Technology (Certificate program).

Medical Assisting (Associate in Applied Science)
- Simulator: EHR Go – Electronic Health Record simulator (https://ehrgo.com)
- Courses: MTD133 – Medical Documentation

EHR Go is an educational Electronic Health Record (EHR) system that includes over 600 customizable patient cases and activities providing our Medical Assisting students realistic experience with an EHR system.

- Simulator: SIMTICS (https://www.simtics.com)
- Courses: MTD223 – Phlebotomy and Infection Control

SIMTICS simulator modules are used in the Medical Assisting program to provide students an introduction to taking blood draws and giving injections. It is an excellent program to introduce inexperienced students to these skills.

Electromechanical Instrumentation Technology (Associate in Applied Science)
- Simulator: Logic Pro
- Courses:
  o EIT180 – PLC I
  o EIT240 – PLC II

Logic Pro simulates Programmable Logic Controller hardware and software. It allows students to provide mechanical and electronic inputs to a set of PLCs, program the controllers, and then verify the outputs.

- Simulator: Loop Tuning Simulator
- Courses: various

Loop tuning simulators are used in production automation. Loop tuning simulators allow a student to design a system that will monitor changes selected variables and adjust production processes accordingly.

- Simulator: Compact Logix Simulator
- Courses: various

This is another type of production control simulator used in the Electromechanical Instrumentation Technology program. It is capable of simulating a full line of production equipment from networking to the programming of Compact Logix controllers.

Residential and Commercial Electricity Technology (Diploma Program)
- Simulator: Cengage House Wiring (https://www.cengage.com)
- Courses:
  o REY131 – Residential & Commercial Electrical Technology I
  o REY152 – Residential & Commercial Electrical Technology II
  o REY181 – Residential & Commercial Electrical Technology III

Using this simulator, students are presented with a house plan diagram and need to add all wiring and electrical devices to the plan. The simulator will enforce NEC wiring codes providing students a realistic planning tool for residential wiring projects.

Powersport Equipment/Small Engine Technician (Certificate Program)
- Simulator: Small engine repair simulator
- Courses:
  o MET170 – Small Engine Repair and Tune-up
  o MET195 – Outdoor Powered Equipment Vehicle Repair and Maintenance
  o MET172 – Power Equipment Electrical Systems and Generators

This online simulator prepares students for the Equipment & Engine Training Council (EETC) certification exam. The simulate emulates small engines from numerous manufacturers including Briggs & Stratton, Kohler, Stihl, Echo and others.

Criminal Justice (Associate in Applied Science)
- Simulator: Pearson Revel
- Courses: CMJ250 – Criminalistics

This simulator teaches students how to process crime scenes. It covers everything from progressing fingerprints, to drug identification, to blood splatter patterns and more.

- Simulator: Maine Criminal Justice Academy Simulator
- Courses: CMJ251 - Criminal Justice Technical Skills

In this simulator, students will assume the roles of Law Enforcement Officers and develop critical thinking skills. This simulator puts the student on the scene and requires them to interact with suspects and witnesses. Students are required to make decisions such as arrest or don't arrest, and what charges, if any, should be filed.

Computer Technology (Associate in Applied Science)
- Simulator: Cisco Packet Tracer (https://www.netacad.com/)
- Courses:
  - CTT140 - Introduction to Computer Networking
  - CTT155 - Advanced Computer Networking
  - CTT245 - Computer Network Installation and Configuration

This simulator allows students to build simple to complex networks using various switches, routers, firewalls and other network equipment. connect and configure all equipment in an environment that is identical to the real-world interfaces on all the equipment. In addition, students can trace packet flow over the network and better visualize how computer networks function.

- Simulator: Oracle VirtualBox (https://www.virtualbox.org)
- Courses:
  - CTT270 - Introduction to Virtual Computing
  - CTT255 - Server Operating Systems

This open-source virtualization hypervisor allows a single physical to simultaneously run multiple guest operating systems. Using their own Windows laptops/desktops students are able to install and configure multiple Windows guests and gain hands on experience in each machine. This is especially useful in the Server Operating Systems class which in a physical environment would require expensive special server hardware to run. VirtualBox eliminates the need to purchase and install that expensive hardware. Students can install and run multiple from the comfort of their own PC.

C3: Evaluation Plans for Full-Time and Adjunct Faculty

Document A

Faculty Member	Last Evaluation Date on file	Next Evaluation Date
Artie Mahar	Spring 2019	**Fall 2021**
Kevin Howland	Spring 2019	**Fall 2021**
Scott Fraser	Spring 2019	**Fall 2021**
Rhonda French	Spring 2019	**Fall 2021**
Randy McCormick	Spring 2017	**Fall 2021**
Gilbert Murphy	Spring 2018	**Fall 2021**
Todd Cushing	Fall 2017	**Fall 2021**
Scott Wheelock	Fall 2020	**Spring 2022**
Wayde Carter	Fall 2020	**Spring 2022**
Stephanie Allard	Fall 2020	**Spring 2022**
Greg Smith	Fall 2020	**Spring 2022**
Bion Holbrook	Fall 2020	**Spring 2022**
Ron O'Brien	Fall 2020	**Spring 2022**
Molly McDonald	Fall 2020	**Spring 2022**
Travis Stepan	Fall 2020	**Spring 2022**
Kelly Peters	Spring 2021	**Fall 2023**
Cindy Moholland	Spring 2021	**Fall 2023**
Linda Levesque	Spring 2021	**Fall 2023**
George Chmielecki	Spring 2021	**Fall 2023**
Greg Johnson	Spring 2021	**Fall 2023**
Nickey Dubey	Spring 2016	**Fall 2023**
Elizabeth Sullivan	Spring 2019	**Fall 2023**

Document B

Washington County Community College
Adjunct Faculty Performance Evaluation

ADJUNCT FACULTY MEMBER NAME:	
PERIOD OF EVALUATION FROM: TO:	TYPE OF EVALUATION _____ Adjunct Semester Evaluation

PURPOSE: Faculty evaluation is recognized as a cooperative effort with the express purpose of achieving excellence in effective and purposeful classroom instruction. This evaluation process is designed to provide a basis for judgment by evaluation of instructor achievements in relation to the institute's expectations.

Faculty with continuing contract status will utilize this document to conduct a performance evaluation on an annual basis as outlined in Article 10, Evaluation, D. of the MCC System Board of Trustees Agreement with the MEA Faculty Unit.

DIRECTIONS: Six clusters of instructor attributes list up to sixteen individual items to be evaluated. The space directly below each cluster may be used for written comments for the faculty member and Academic Dean. For maximum utilization, both the Academic Dean's rating and an instructor self-appraisal should be completed to initiate dialogue at the evaluation conference.

Rating Scale:	
1	Immediate Need for Improvement
2	Below Expectations
3	Meets Expectations
4	Exceeds Expectations
5	Exemplar Technique or Effort
N/A or Y/N	Does not apply or Yes No answer

ITEM 1. JOB KNOWLEDGE	Faculty							Academic Dean					
	1	2	3	4	5	N/A Y/N		1	2	3	4	5	N/A Y/N
1. Stays current in industry through trade, technical and/or professional publications													
2. Visits and/or maintains contact with similar training programs elsewhere													
3. Is comfortable answering students' technical questions and students are comfortable asking them since they have full expectation of a reasoned answer													
COMMENTS:													

ITEM 2. CURRICULUM DEVELOPMENT, PLANNING & ORGANIZATION	Faculty							Academic Dean					
	1	2	3	4	5	N/A Y/N		1	2	3	4	5	N/A Y/N
1. Uses techniques to ensure preparation for classroom teaching for example handouts, lecture visuals, etc prepared.													
2. Uses assessment and other evaluation tools as a device for identifying specific changes in curriculum content and/or methods													
3. Uses advisory committees, business and industry representatives to help plan curriculum revisions													
4. Participates in occupational analysis for assigned curriculum where applicable													
5. Relates course content to other fields of study where applicable													
Department Chair Comments:							Faculty Member Comments:						

ITEM 3. INSTRUCTIONAL TECHNIQUES	Faculty							Academic Dean					
	1	2	3	4	5	N/A Y/N		1	2	3	4	5	N/AY/N
1. Gives a clear, well-organized lecture													
2. Supervises well thought out, practical lab/shop/field experience													
3. Uses questioning techniques occasionally													
4. When handing out course outlines, carefully explains course objectives and methods of evaluation													
5. Follows the course outline precluding any unforeseen circumstances													
6. Utilizes several methods to assess students' progress													
7. Explains relevancy of course content to the profession													
8. When students don't understand something upon a first presentation, reviews using additional techniques or new examples													
9. Stimulates students to strive for further knowledge and skills													
10. Is enthusiastic about subject matter													
11. Open to feedback from student evaluations													
12. Is accepting of others' points of view													

Department Chair Comments:

Faculty Member Comments:

ITEM 4. RELATIONSHIPS	Faculty							Academic Dean					
	1	2	3	4	5	N/A Y/N		1	2	3	4	5	N/A Y/N
1. Treats students with respect, kindness, and firmness													
2. Has good professional relationship with colleagues													
3. Is discrete and tactful when dealing with delicate matters concerning individual students, faculty, administrators													

Department Chair Comments:

Faculty Member Comments:

ITEM 6. COMMUNICATION	Faculty							Academic Dean					
	1	2	3	4	5	N/A Y/N		1	2	3	4	5	N/A Y/N
1. Submits required reports and data on time and in appropriate forms													
2. Communicates with outside sources to get needed help for self or students													
3. Is a good listener; considers and responds to comments and ideas of others													
4. When necessary, offers help and advice to others in a pleasant manner													
5. When communicating with students, the exchange is appropriate and timely													

Department Chair Comments:

Faculty Member Comments:

Faculty Member Comments:

_____   _____
Signature of Faculty Member   Date

Department Chair Comments & Recommendations:

_____   _____
Signature of Academic Dean   Date

I have reviewed the comments and recommendations by the Department Chair.
Additional Comments:

_____   _____
Signature of Adjunct Faculty Member   Date