

Standard Eight: Educational Effectiveness

DESCRIPTION

Washington County Community College has endeavored to pursue, develop and enhance the thirteen promising practices for Community Colleges put forward by the Community College Survey for Student Engagement (CCSSE). These practices have been our focus since 2014, following the Commission's response to our fifth-year interim report. We have made significant progress in many of the thirteen areas and continue to expand upon those initiatives; we are focusing on some as part of our three-year Achieve the Dream Action Plan.

A further step to improve the WCCC's educational effectiveness has been the creation of a statewide Institutional Research Office with representatives for institutional research on each of the Maine Community College campuses. The state IR office uses a system separate from our Management Information System (MIS) called SAS and draws information from each of the seven campuses' databases into a central location at their office on the SMCC campus. The state IR office has brought further consistency and accuracy to data collection capabilities at WCCC as well as the six other campuses in the Maine Community College System. IPEDS collections and peer comparison data are regularly generated by the state office and sent to the campuses. Unique data needs can also be handled by the state office; they create polling scripts in SQL that can be edited and used by each campus to draw needed data out of the databases. The new IPEDS requirement for Educational Outcomes, for example, a difficult data report to create and generate at the campus level, is being created at the system level for each campus.

As part of the Block Transfer Agreement between the MCCC and UMS, our Liberal Studies faculty defined learning outcomes in eight learning domains: Creative Arts, Written Communications, Ethical Reasoning, Diversity, Natural Science, Social Science, Humanities and Quantitative Literacy. They then identified where each of these learning outcomes is introduced, reinforced, and assessed within the course offerings for the Associate in Arts degree. With a goal of creating evidence-based learning outcomes assessment in each of these learning domains, an ad hoc committee comprised of Liberal Studies, Early Childhood Education, and Education faculty has been formed. The committee has been working to develop a process for the systematic collection, review, and assessment of student-created artifacts. Utilizing the AAC&U VALUE rubrics as models, the committee developed rubrics to assess Written Communication, Quantitative Literacy, and Ethical Reasoning, and during Spring 2019 it will be reviewing drafts of rubrics in the areas of Creative Arts, Natural Sciences, Diversity and Cultural Knowledge, and Humanities. English faculty collected artifacts in Fall 2018; in Spring 2019, the committee will use the Written Communications rubric to assess our students' proficiency in that learning domain. The committee is also exploring a writing across the curriculum project on campus and bringing more faculty members in other program areas to the table for that work.

Each year WCCC convenes meetings of its program advisory committees, and those members are then polled for feedback on what the College and program are working on to strengthen outcomes and incorporate current and innovative trends into the curricula. That feedback is incorporated into each committee's minutes and shared with the administration of the campus. The directives of the committees are taken seriously and are used to initiate improvements; they are also reported in the Program Review process.

Every five years, each program area at WCCC goes through a program review process, and the review is presented to the Maine Community College System Board of Trustees Education Committee. Data on the job and wage growth of program career areas is compiled, along with an assessment of the uniqueness of the program, its strengths, its challenges, and its plan for improvement. During the program review, feedback from the program Advisory Committee, Administration, Department Chair, program instructor, and students is incorporated into the improvement plan. After its review process is completed, a program takes steps to heighten the educational effectiveness of the program and improve the learning outcomes for the students and their ability to thrive when entering the career area of their choice after completing the program. Recently, our Residential & Commercial Electricity program completed a five-year review. The program has initiated curriculum changes that include the use of a new line of textbook material that is used more widely in the industry with upgraded industry concepts. The three-year Electricity Code course required in the program has not only been updated with current code changes, but the delivery method and schedule of the course has also changed so students may be more engaged.

APPRAISAL

The following topical areas outline the work the College has undertaken and accomplishments it has made within the thirteen promising practices areas. These were an important part of our fifth-year accreditation update and will continue to be areas in which the College strives for improvement.

Assessment and Placement

The College has relied primarily on the Accuplacer assessment from the College Board to provide incoming assessment and accurately place students in the most appropriate level of English and mathematics courses as they pursue their program of choice. We have historically had one level of developmental English and two levels of developmental mathematics for students to prepare for success in the gateway courses needed to satisfy their graduation requirements. Recent changes to Accuplacer and SAT at the College Board have dictated a move toward use of the SAT as the primary assessment instrument for the Maine Community College System and use of the NextGen Accuplacer as a secondary assessment tool used when students have not taken the SAT. Along with expanding the assessment possibilities, WCCC and MCCS have pursued a multiple-measures approach to assessment, where an incoming student's initial English and Math levels can be accurately judged from SAT scores, Accuplacer scores, ACT scores, successful courses taken at the high school level, and suggestions from the student's

high school guidance counselor. This spring semester, the College will pilot use of the SAT as the primary assessment tool for academic course placement. WCCC is correlating the placement of students into English and mathematics courses with the SAT and the NextGen Accuplacer. We do not have sufficient sample size at this point to make statistical inferences, but early indication analysis suggests that SAT places more students into gateway courses using the present scoring rubric than does the NextGen Accuplacer.

Orientation

The College has spent several years honing its New Student Orientation. We provide, at this point, a one and one-half day orientation program for incoming students each fall semester. The program is designed to acquaint students with the layout of the campus, build relationships, and create connectivity to the campus. The College confirms that the students have completed the assessment process for their general education program requirements, registered for the start of the semester, and become familiar with all the support services available to them on the WCCC campus and in the community. We offer an abbreviated informational session for the small number of students who start their program in the spring semester. After a student attends Admitted Student Day and before they come to New Student Orientation, they are required to participate in an online orientation program. The online orientation is focused on providing students with a pre-orientation; for students who are not able to attend the on-campus orientation, the online orientation provides them with the opportunity to learn more about the WCCC campus and the services that support students in their transition.

Academic Goal Setting and Planning

In unison with the Academic Advising module of the Information Management System (IMS), faculty, who are also academic advisors, meet with students for the first time either during Admitted Student Day or New Student Orientation. Admitted Student Day is held twice each year, once in April and once in June as a precursor to the New Student Orientation program. Students meet with their Academic Advisor during that day to start the process of their academic goal setting and planning. The Advising Module produces a program audit for each student and serves as a menu for their advising and course registration process. The audit is useful for academic planning and goal setting but falls short when students want to know how their plan is affected by changing majors. Our current system requires enhancements. In the interim, students are being advised in the Registrar's Office. The system needs to be reprogrammed to allow a "wish list" approach if a student is thinking about changing majors but has not officially made that change in the system.

Registration Before Classes Begin

Students newly accepted to WCCC have two opportunities to register for courses before the start of their first semester. They are invited to Admitted Student day to tour the campus, take educational assessments if needed, meet with their advisor, and register for courses. The second opportunity for new students comes during New Student Orientation, which is usually scheduled for two days just before the start of the Fall semester. Current students on campus

have an opportunity to schedule their next semester course during our pre-registration weeks. The Fall registration week takes place in November for the Spring semester (starting in January), and the Spring registration week takes place in March for both the Summer semesters (starting in June and July) and the Fall semester (starting in September).

According to our 2018 Freshman Retention Module Results Report, the closer to a course start a student registers, the greater the chance the student is retained. Students registering two weeks prior to course start were retained at 41.6%, and students registering within two months of a course start were retained at 44.2%. Students who register five to six months from a course start are retained at only 21.5%. Our focus on registration will continue to be the two-week to three-month range. We will develop a communication plan for students who register three months or more from a course start in an effort to reduce registration melt.

Accelerated or Fast-Track Developmental Education

WCCC's one developmental English course, ENG 098, is an integrated reading and writing course; it reinforces the skills that students need for success in the gateway English course, ENG 101 (College Composition). We have two developmental mathematics courses. The primary course is MAT 091 (Algebra 1). This course provides development work for students who then go on to the gateway courses of MAT 106 (Mathematics for Technologies) and MAT 112 (Business Mathematics). Students required to take MAT 127 (College Algebra) or MAT 115 (Statistics) may have to take an additional developmental course, MAT 092 (Intermediate Algebra). We are currently reviewing the need for this course as a developmental pre-requisite for Statistics.

The English department piloted a co-requisite remediation model for students who were assessed close to the cutoff scores for ENG 101, our gateway English course. Rather than being placed in the three-credit developmental course (ENG 098), these students were concurrently enrolled in ENG 101 and ENG 097 (Foundations of College Reading and Writing), a one-credit accelerated developmental course designed to reinforce the basic reading and writing skills necessary for success in ENG 101. This co-requisite model is based on the Accelerated Learning Program (ALP) model at the Community College of Baltimore County and national best practices by Complete College America. The first pilot group was small, nine students, but the success rate for this group in completing ENG 101 with a C or better was 67% compared with an overall success rate in ENG 101 of 64% that semester. Our attempt at delivering a Math co-requisite, which was a one-credit lab taken with MAT 106 was found to have the same success rate, 60%, as our standard delivery of MAT 091 and MAT 106. Another attempt will be made with this accelerated math offering in the future.

First Year Experience/Student Success Course

WCCC requires all students to attend a course called First Year Experience during their first semester in college. This course is designed around continuing the process of acclimatizing the student to the college experience after they have attended Student Admitted Day and New Student Orientation. The course is fifteen hours in length and follows the "On Course for

College” national curriculum developed by Skip Downing. The FYE course success rate is consistently higher than the overall college course success rate for fall semesters. In Fall 2017 the FYE success rate was 74.1%, and the institutional success rate was 66.1%. The Fall 2018 FYE success rate was 73.9%, and the institutional rate was 68%.

Learning Community

WCCC does not assign students to a formal learning community; however, the design and scheduling of programming and the structuring of residential life provides for a natural inclusion of students into groups of like-minded colleagues. Students are assigned academic advisors according to their program major. For example, all Engine Specialist students have the same advisor. They spend a minimum of twenty hours per week in classroom and lab settings with all the students in their major. They are housed in five-person apartments with either students from their same major or their cluster area. A student might have roommates that are all in the Engine Specialist program together, or they might all be in the Mechanical cluster together, which includes Automotive Technology, Engine Specialist, Heavy Equipment Maintenance, Heavy Equipment Operation, and Welding.

Class Attendance

WCCC has an [attendance policy](#) that requires students to attend a minimum of 90% of their scheduled classes in career and general education areas, which normally meet 3 hours per week, and 93.5% in trade areas, which meet during a 20 hour per week block of time. One missed class in a trade-related class is a much larger amount of time than in a career or general education course.

This policy outlines the attendance requirements of the College, but the faculty has professional discretion in how they choose to enforce the attendance policy. There are instances where exceptions can be made due to extraordinary circumstances or because of an accessibility accommodation. In Fall 2018, 399 attendance notices were submitted by faculty. From these notifications, 48 administrative withdrawals took place. WCCC is exploring the addition of attendance notifications to strengthen our electronic retention system.

Alert and Intervention

WCCC has been using an Early Alert System for the past two years. That system is a component of the campus MIS and is currently deployed for use by all full-time and adjunct faculty, as well as all Academic and Student Services staff. This early alert process is one of the main items in our Achieving the Dream Action Plan and is a useful tool in the campus intervention process. Any faculty or staff member may initiate an early alert on any student they perceive has having difficulties. Immediate action will take place through our campus portal. Faculty and staff with concerns about a student can send an alert. The appropriate staff member is then notified via email, and they follow up with the student. With the system, we are also able to log interventions, send follow-ups and communicate directly with the student via email. Once follow up with the student has been done, the alert can be closed. Not only does this allow an

efficient way for faculty and staff to communicate their concerns, but it also allows us to track what types of concerns are brought forth so that we can better assist our students.

A review of the Early Alert System for the Fall of 2018 showed that we had thirty-seven alerts. Of these, thirty-three were unduplicated, with fifty interventions for the students and thirty follow-ups. Fourteen of the thirty-three students returned for the Spring semester, and nineteen did not. Of the nineteen students not retained, seven had holds on their accounts, five were academically dismissed, and two had holds and were academically dismissed. The top concerns logged for these students were Academic; Attendance; Grades; Financial; Personal, Health; and Behavior.

Experiential Learning beyond the Classroom

Forty-three percent of the majors at Washington County Community College require an experiential learning component in the program curriculum. That component is usually in the form of a required internship, practicum, or capstone project. Outplacement in the community or an extracurricular project for the campus provides valuable career experience for the students as they get ready to move into the workforce after graduation. The program majors that require such learning experiences include Adventure Recreation & Tourism, Business Management, Computer Technology, International Commerce, Criminal Justice, Conservation Law Enforcement, Early Childhood Education, Education, Human Services, Medical Assisting, Phlebotomy, Residential & Commercial Electricity, and Trade & Technical Occupations. Students have an on-site internship supervisor who produces a final report on their completed experience, and that report is incorporated into the assessment process. In some of our Internship courses, faculty visit the internship site and perform an evaluation. This evaluation is also incorporated into the assessment outcome of the student. Due to the large number of students participating in experiential learning opportunities, these reports and evaluations also provide the College with meaningful tools for assessing our students' achievement of institutional learning outcomes.

Tutoring/Supplemental Instruction

By the tenets of the federal grant, our TRiO program is required to collect and generate student success data. TRiO students, a subgroup of the entire student body, have a year-to-year persistence rate of 74% as compared to the overall year-to-year persistence rate of the entire student-body of 45%. Over a similar period, 2013 to 2016, 36% of WCCC students completed their program within 200% of normal time, while TRiO students completed at a rate of 49%. During that same period, students transferred from WCCC at an average rate of 8% while TRiO students transferred at an average rate of 14%. Standard Five examines these statistics more closely.

The TRiO/Study Center has been in operation over the life of four five-year grants. In that time, the center had several transitions. We have just hired a new director with prior institutional experience. The center has also had much changeover in its staff, but it continues to be a foundational service for providing academic support to students on campus.

Aside from the thirteen promising practices, Washington County Community College has for many years had goals that were set in unison with the Maine Community College System and involved statewide benchmarks, some of which were connected to the outcomes of the Noel Levitz Student Satisfaction survey. WCCC was successful in meeting those benchmarks historically. The new benchmarking process for the Maine Community College System does not include Noel Levitz outcomes, and the system is dropping Noel Levitz as an assessment of student satisfaction. The Community College Survey of Student Engagement is now our primary systemwide student assessment and will be delivered again next year on each campus. Not only has the data collected from the CCSSE been useful, but it has also called national attention to several of the MCCS campuses, WCCC included, for our student survey data.

We delivered the CCSSE two years in a row, 2015 and 2016; the second administration was off our regular schedule. The decision to deliver the survey a second year was to see if we could replicate the feedback from the previous year. The 2015 administration showed that WCCC exceeded the Top-Performing Colleges in the areas of Student-Faculty Interaction and Support for Learners and exceeded the 2015 cohort in Student Effort and Academic Challenge. Our area for improvement is Active and Collaborative Learning where we were 1.6 points below the cohort and 10.8 points below the Top-Performing Colleges. In 2016 we exceeded the CCSSE cohort in the areas of Student Effort, Student-Faculty Interaction, and Support for Learners. Our areas for improvement are Active and Collaborative Learning and Academic Challenge. To address these areas for improvement, faculty have incorporated the use of the learning management system into their live courses and have pursued professional development in educational best practices for twenty-first-century learners.

The sample size cannot equate for the outcome difference between the two years as the 2015 n=175 and the 2016 n=159. While the 2015 and 2016 CCSSE Cohort outcomes and the 2015 and 2016 Top-Performing outcomes are relatively similar, WCCC's outcomes over those two years differ as much as 5% and a little as 2.3%. The next delivery of the Community College Survey of Student Engagement will be in 2020 and the outcomes will be studied at length with the outcomes of the 2015 and 2016 cohorts. The current data and what we will receive next year will be important to the outcome measures of our Achieving the Dream Action Plan.

Figure 2

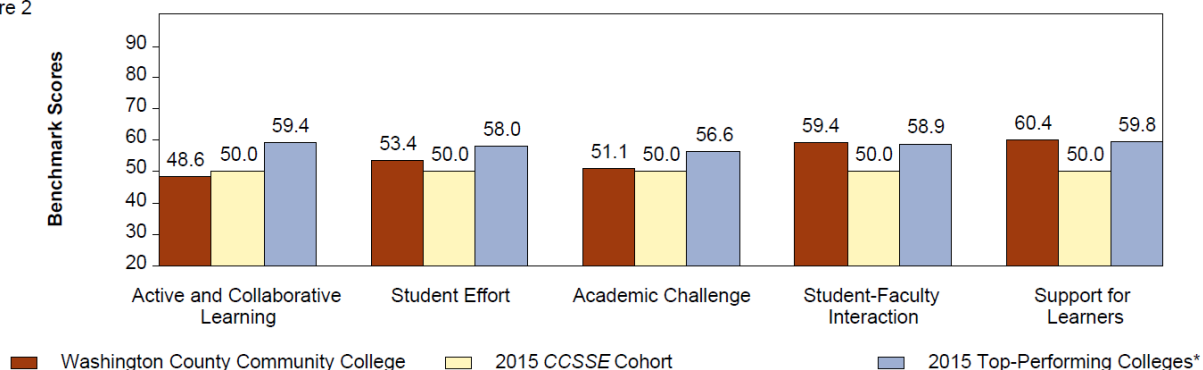
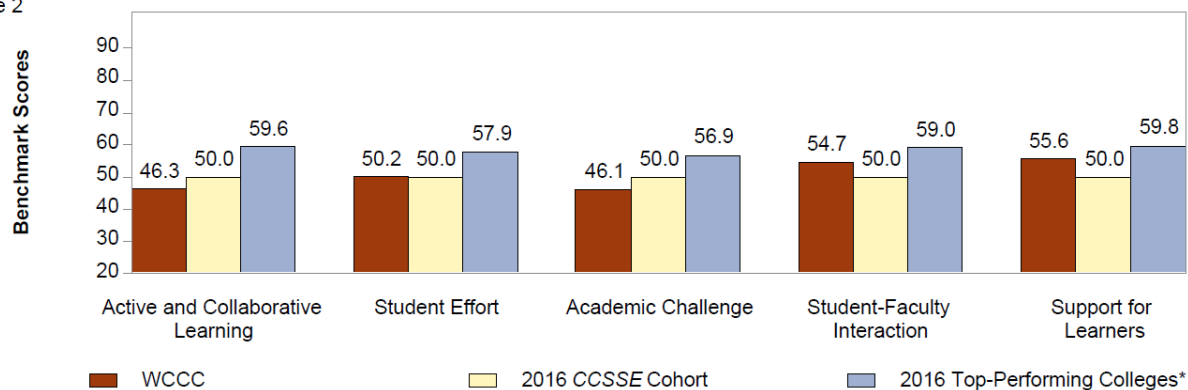


Figure 2



The [Action Plan for WCCC's Achieving the Dream](#) establishes the College's focus on Teaching and Learning initiatives and aligns student success strategies to improve educational effectiveness. The plan outlines the following goals and benchmarks:

Teaching & Learning -- Academic Capacity Building

- Increase fall-to-fall retention from 37% in 2016-2017 to 46% in 2020-2021.
- Increase degree and diploma completion from 40% in 2017 to 46% in 2020.
- Create an enhanced student success knowledge-based community.
- Reduce the percentage of students entering with the need for developmental education placement from our current two-year average of 50% to a two-year average of 40%.
- Reduce the time to completion for those with developmental education needs.

Teaching & Learning -- Student Services Capacity Building

- Increase fall-to-fall retention from 37% in 2017 to 46% in 2021.
- Increase degree and diploma completion from 40% in 2017 to 46% in 2020.
- Redesign student supports to facilitate increased retention and utilization of services (i.e., tutoring utilization increased by 5%).
- Expand staff capacity via professional development to effectively meet students where they are at with more insight into common issues students face when living in poverty.

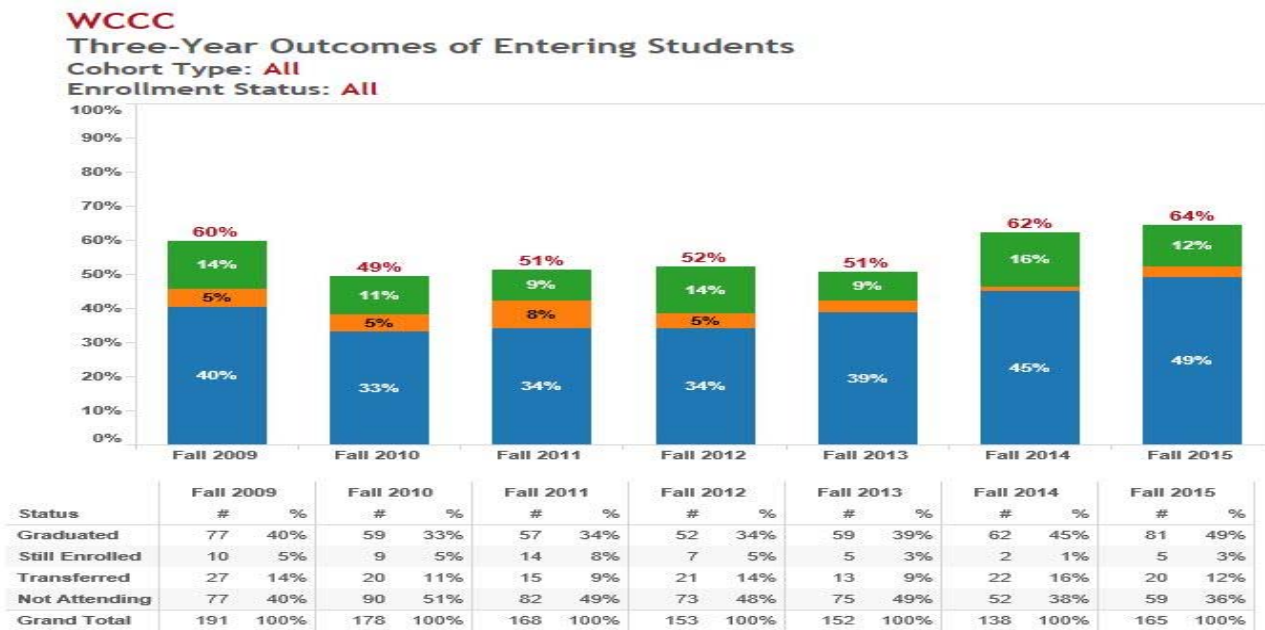
Review of Policies & Practices

- Review and edit policies that create unintended barriers to student success.
- Create systemic change through a student success lens.
- Require that data be disseminated to all stakeholders to support future decision-making at the institution and create a culture of evidence.

These goals and benchmarks in the ATD Action Plan echo some of the areas of focus identified on the response to our fifth-year report regarding student success, retention, remediation, and students' academic and co-curricular needs. The goals emphasize the participation of faculty and staff in planning for and implementing expanded student success and improvements in educational effectiveness. The current success measures are compiled from data collected on our census dates of October 15 and March 15. Our Achieving the Dream retention and

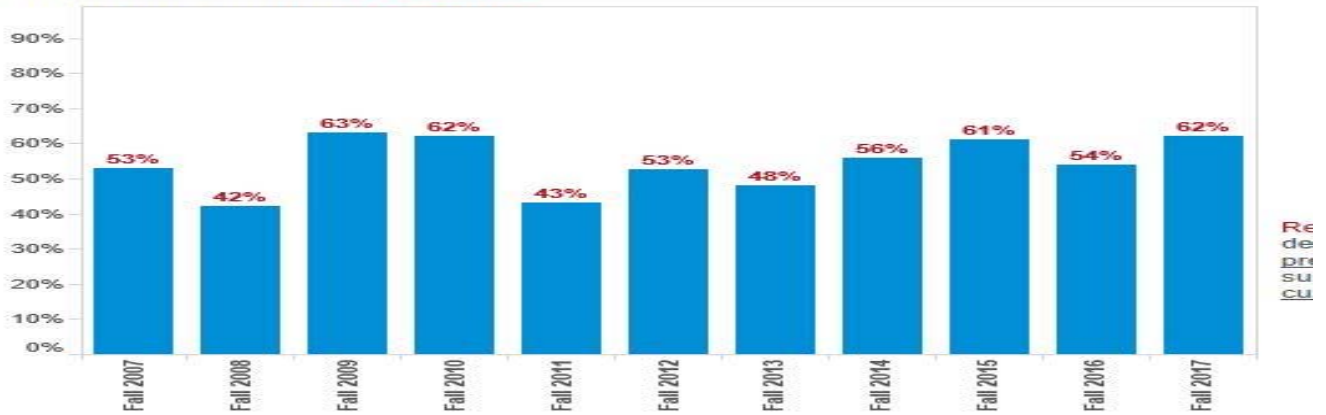
persistence data is generated at the beginning of each semester and represents a three-year average. A discrepancy between these retention success measures exists because of the data collection periods on which they are based.

Our measures are as follows:



This chart shows some indicators of student success by way of graduation, persistence, and transfer. Over a seven-year period, graduation rates at three years after start are shown by the blue bars, percent of students still enrolled by the orange bars, and percent of students transferred by the green bars. Overall success rates, combined bar, for 2010 to 2013 are very consistent ranging from 49% to 51%. Students entering WCCC in the Fall of 2014 and Fall of 2015 had a much greater rate of success, 62% to 64%, because at that point the College had begun a concerted effort to increase retention and graduation as a campus-wide initiative. These rates do not account for students who drop in and out of their program, in effect shifting cohorts from year-to-year, as is evidenced in our Welding Technology Program. A Welding student can complete the first semester of the program, sit for the state exam, become a certified structural welder in the state of Maine, and leave to start their career. They are not a graduate and do not persist from semester-to-semester. They are, however, a success in that WCCC has put them on a career path to succeed in life. This is a positive educational outcome that is not recognized in the data.

WCCC
IPEDS 2007-2017 Fall Retention Rates
First-Time Students
Enrollment Status: Full-time



Source: National Center for Education Statistics, Integrated Postsecondary Data System (IPEDS)

As evidenced by this chart, the retention rate for first-time students has fluctuated dramatically. It ranges from 42% to 63% over an eleven-year period. The most dramatic shifts are early on from 2007 to 2013. The spike in the retention rate in 2009-2010 is in part due to the fact that layoffs from the largest employer in the region caused an enrollment increase among displaced workers dedicated to increasing skills. The last four years of data show our retention rates increasing to where they were during that period, which is directly correlated to the College’s heightened retention efforts and expanded services around student success.

Persistence

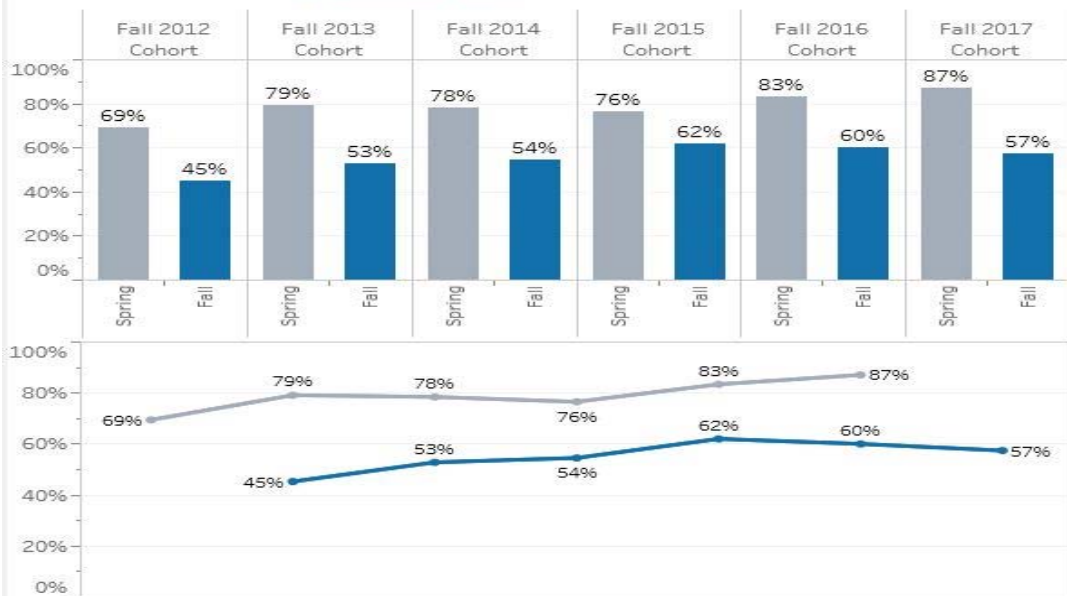
Term 1 to Term 2 (Fall to Spring)
 Year 1 to Year 2 (Fall to Fall)

College:

WCCC

Enrollment Status: **Full- and Part-time**

Enrollment Status:



The overall student body persistence rate from year-to-year fluctuates slightly less dramatically as compared to the first-time students, but still ranges from 45% to 62% over a six-year period. The fall-to-fall persistence of the entire student body is quite similar to the first-year full-time students during the 2014 to 2017 years. Those rates also range from the mid-50s to low-60s. There are certainly different contributing variables in play that cause student attrition in first-time students as compared to returning or second-year students. However, the retention efforts during this time have caused a similar effect in both groups, which supports and reinforces our retention and persistence strategies and provides evidence to continue our present models.

The need to analyze these variables became apparent and is a goal in the third section of WCCC’s Action plan. The College will review and edit policies that create unintended barriers to student success, create systemic change through a student success lens, and require the dissemination of data to all stakeholders to support future decision-making at the institution and to create a culture of evidence.

During the fall of 2017, WCCC administered the Institutional Capacity Assessment Tool (ICAT) survey to employees as part of our Achieving the Dream program. One of the outcomes of that survey showed that WCCC has between a moderate and a strong level of capability when it comes to collecting and using data in its decision-making process.

DATA & TECHNOLOGY

The institution's capacity to collect, access, analyze and use data to inform decisions, and to use powerful technology to support student success.

LEVEL
3

AVERAGE RATING
2.5

RESULTS BY CATEGORY (N=42)

LEVEL 1 2 3 4

Data

1. Does relevant data exist to inform decision-making?
2. Does reliable data exist to inform decisions?
3. Are data readily accessible to those who need it?
4. Are measures of student success defined, documented and used?
5. Are data collected at various points along the student experience continuum?
6. Are student success data translated into meaningful information?
7. Do data analyses yield insights about the past and future?



Technology

8. Have student success technologies been adopted to improve student outcomes?



Culture of Evidence

9. Do the Information Technology (IT) and Institutional Research (IR) staff collaborate to optimize processes for data use?

10. Does the college use benchmarking to identify strategies for improvement and innovation?

11. Does the college use data to examine and improve student outcomes?

12. Does the college evaluate student success initiatives to inform decision-making?



The scale of scores on this ICAT survey range from 1 to 4, where one is minimal, two is moderate, three is strong, and four is exceptional. WCCC scored between 2 and 3 in areas of data, technology, and culture of evidence. The ICAT will be administered again this spring and compared to this first administration to see what progress we have made in not only the data areas but also in all areas of its assessment range. Our current average scores are as follows:

RESULTS SUMMARY (N=44)						
LEADERSHIP & VISION	DATA & TECHNOLOGY	EQUITY	TEACHING & LEARNING	ENGAGEMENT & COMMUNICATION	STRATEGY & PLANNING	POLICIES & PRACTICES
LEVEL 3	LEVEL 3	LEVEL 3	LEVEL 3	LEVEL 3	LEVEL 3	LEVEL 3
AVERAGE RATING 3.1	AVERAGE RATING 2.5	AVERAGE RATING 2.7	AVERAGE RATING 2.9	AVERAGE RATING 2.9	AVERAGE RATING 2.9	AVERAGE RATING 3.3

PROJECTIONS

The College will continue to develop, deliver, and expand upon best practices related to student success while building teaching and learning capacity through faculty and staff development and training.

We will provide training in analyzing and using data as an example in management decision-making. Create an executive data dashboard with key performance indicators and work with the Instructional Technologist to expand data capacity and use across the institution.

We will create a Data repository that can be used internally; it will also have a section of the repository that can be showcased to the public.

We will continue the work of the Liberal Studies department on outcomes assessment and promote writing across the curriculum to include other programs and departments on campus.

We will continue work on block transfer with the University of Maine System, expanding to incorporate transfer of Associate in Science and Associate in Applied Science degrees using the current Associate of Arts model agreement.

The College will acquire and use Blumen software in our TRiO program. Blumen is an integrated student data management software designed for tracking services in TRiO programs. It will be used to provide required annual performance reports to the Federal Department of Education, but it will also be utilized to track all tutoring efforts with the entire student body.

**Standard 8: Educational Effectiveness
(Undergraduate Retention and Graduation Rates)**

Student Success Measures/ Prior Performance and Goals		3 Years Prior (FY 2016)	2 Years Prior (FY2017)	1 Year Prior (FY 2018)	Current Year (FY 2019)	Next Year Forward (goal) (FY 2020)
IPEDS <u>Retention</u> Data						
	Associate degree students	61%	54%	pending		60%
	Bachelors degree students					
?	IPEDS <u>Graduation</u> Data (150% of time)					
	Associate degree students	37%	40%	43%		45%
	Bachelors degree students					
?	IPEDS <u>Outcomes Measures</u> Data					
	First-time, full time students					
	Awarded a degree within six years	51%	42%	40%		42%
	Awarded a degree within eight years	51%	42%	66%		60%
	Not awarded within eight years but still enrolled	1%	1%	0%		0%
	First-time, part-time students					
	Awarded a degree within six years	26%	10%	13%		15%
	Awarded a degree within eight years	32%	11%	17%		19%
	Not awarded within eight years but still enrolled	0%	0%	3%		1%
	Non-first-time, full-time students					
	Awarded a degree within six years	60%	50%	71%		60%
	Awarded a degree within eight years	60%	50%	36%		50%
	Not awarded within eight years but still enrolled	0%	25%	0%		15%
	Non-first-time, part-time students					
	Awarded a degree within six years	100%	50%	36%		50%
	Awarded a degree within eight years	100%	50%	36%		50%
	Not awarded within eight years but still enrolled	0%	0%	9%		5%
?	Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below)					
	1					
	2					
	3					
	4					
	5					
?	Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)					
	1					
	2					
	3					
	4					
	5					
	Definition and Methodology Explanations					
	1	Our Outcome Measures data is generated by our System IR office for IPEDS. We only have available what has been produced according to the IPEDS schedule. Current year data will not be available until next year.				
	2	Projections for the 2020 fiscal year are very difficult to make because of our small student body. For example in FY 2017 the difference between 0% and 25% might be 1 student.				

Note: complete this form for each distinct student body identified by the institution (See Standard 8.1)

**Standard 8: Educational Effectiveness
(Student Success and Progress Rates and Other Measures of Student Success)**

	Bachelor Cohort Entering		Associate Cohort Entering	
	6 years ago	4 years ago	6 years ago	4 years ago
Category of Student/Outcome Measure				
First-time, Full-time Students				
Degree from original institution			43%	41%
Not graduated, still enrolled at original institution			1%	1%
Degree from a different institution				
Transferred to a different institution			19%	19%
Not graduated, never transferred, no longer enrolled			36%	39%
First-time, Part-time Students				
Degree from original institution			11%	11%
Not graduated, still enrolled at original institution			0%	0%
Degree from a different institution				
Transferred to a different institution			44%	44%
Not graduated, never transferred, no longer enrolled			45%	45%
Non-first-time, Full-time Students				
Degree from original institution			43%	43%
Not graduated, still enrolled at original institution			0%	0%
Degree from a different institution				
Transferred to a different institution			29%	29%
Not graduated, never transferred, no longer enrolled			28%	28%
Non-first-time, Part-time Students				
Degree from original institution			33%	33%
Not graduated, still enrolled at original institution			20%	20%
Degree from a different institution				
Transferred to a different institution			0%	0%
Not graduated, never transferred, no longer enrolled			47%	47%

Measures of Student Achievement and Success/Institutional Performance and Goals

	3 Years Prior (FY 2)	2 Years Prior (FY 2)	1 Year Prior (FY 2)	Current Year (FY 2)	Next Year Forward (goal) (FY 2)
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Success of students pursuing higher degrees (add more rows as needed; add definitions/methodology in #1 below)

1	n/a				
2					
3					
4					

Other measures of student success and achievement, including success of graduates in pursuing mission-related paths (e.g., Peace Corps, public service, global citizenship, leadership, spiritual formation) and success of graduates in fields for which they were not explicitly prepared (add more rows as needed; add definitions/methodology in #2 below)

1	n/a				
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2					
3					
4					

Definition and Methodology Explanations

1	
2	

**Standard 8: Educational Effectiveness
(Licensure Passage and Job Placement Rates and
Completion and Placement Rates for Short-Term Vocational Training Programs)**

	3-Years Prior (FY 2016)	2 Years Prior (FY 2017)	1 Year Prior (FY 2018)	Most Recent Year (FY 2019)
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? State Licensure Examination Passage Rates									
	Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1	MHRT/C	1	1	5	4				
2	Maine Journeyman Electrician	4	3	4	4				
3	Maine Oil Burner			2	2				
4	Propane & Natural Gas			3	3				
5	Fork Lift Certification	13	13	11	11				

? National Licensure Passage Rates									
	Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1	Microsoft Certification	6	5	4	4				
2	Automotive Service Excellence			17	17				
3	American Welding Society	5	5	16	16				
4	Certified Medication Assistant	16	15	13	12				
5	Stihl/Briggs & Stratton Certification	5	5	5	5				

? Job Placement Rates										
	Major/time period	*	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs
1										
2										
3										
4										
5										

* Check this box if the program reported is subject to "gainful employment" requirements.

Web location of gainful employment report (if applicable)

Completion and Placement Rates for Short-Term Vocational Training Programs for which students are eligible for Federal Financial Aid

		3 Years Prior (FY 2)	2 Years Prior (FY2)	1 Year Prior (FY 2)	Current Year (FY 2)	Next Year Forward Forward (goal) (FY 2)
? Completion Rates						
1						
2						
3						
4						

5					
?	Placement Rates				
1					
2					
3					
4					
5					

Please enter any explanatory notes in the box below

The state of Maine allows students one year to complete their licensure exam upon graduating from their perspective program. The college compiles statistics on licensure pass rates the fall semester after the year after graduation. Students who graduated in 2018 have until May of 2019 to complete their testing and then the results will be tabulated the following semester Fall 2019.