



**COMPREHENSIVE ACADEMIC AFFAIRS PROGRAM REVIEW  
EXECUTIVE SUMMARY  
2023-2024**

<b>Program Title</b> <b>Education</b>			
<b>Program Director/Coordinator</b> <b>Professor Susan Sies</b>			
<b>Division</b> <b>Education, Transitional Studies, and Academic Services</b>	<b>Division Chair</b> <b>Professor Susan Sies</b>		
<b>Type of Program</b> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <b>Transfer Degree:</b>  <input checked="" type="checkbox"/> Associate of Arts (A.A.)  <input checked="" type="checkbox"/> Associate of Arts in Teaching (A.A.T.)  <input type="checkbox"/> Associate of Fine Arts (A.F.A.)  <input type="checkbox"/> Associate of Science (A.S.)  <input type="checkbox"/> Associate of Science in Engineering (A.S.E.)         </td> <td style="width: 50%; vertical-align: top;"> <b>Terminal Degree:</b>  <input type="checkbox"/> Associate of Applied Science (A.A.S.)  <b>Certificate:</b>  <input type="checkbox"/> Directed Technology Certificate  <input type="checkbox"/> New Certificate Program within an Existing Degree Area  <input type="checkbox"/> New Stand-Alone Certificate         </td> </tr> </table>		<b>Transfer Degree:</b> <input checked="" type="checkbox"/> Associate of Arts (A.A.) <input checked="" type="checkbox"/> Associate of Arts in Teaching (A.A.T.) <input type="checkbox"/> Associate of Fine Arts (A.F.A.) <input type="checkbox"/> Associate of Science (A.S.) <input type="checkbox"/> Associate of Science in Engineering (A.S.E.)	<b>Terminal Degree:</b> <input type="checkbox"/> Associate of Applied Science (A.A.S.) <b>Certificate:</b> <input type="checkbox"/> Directed Technology Certificate <input type="checkbox"/> New Certificate Program within an Existing Degree Area <input type="checkbox"/> New Stand-Alone Certificate
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Please provide the following information about the program based on the results of the Program Review. Use a bulleted format and do not exceed one page (front and back).

- 1. Synopses of the significant findings from the program review. Include the results from the annual assessments of student learning goals.**
  - A hallmark of the Education program is its early intentional directed practicum opportunities with Carroll County Public Schools (CCPS) and private schools, which is unique to the program and not evident at four-year programs.
  - The Education program focuses on continuous improvement. Faculty members have been more intentional about assessing, collecting, and interpreting annual program goals data to enhance curriculum, instruction, and delivery formats.
  - Education course requirements and core course sequencing were adjusted to enhance student matriculation and workplace readiness.
  - The Education faculty successfully pivoted to online learning due to COVID-19. These online courses resulted in new asynchronous course offerings.
  - Since graduates prioritize cost-effectiveness, most Education graduates transfer to four-year teaching programs in the Baltimore Metropolitan area. Students often receive recognition as MSDE Teachers of Promise.
  - Some graduates choose high demand Student Support, Instructional Assistants, and Substitute Teacher positions in CCPS.
  - Enrollment has declined in this assessment period due to factors that are out of our control: Negative social commentary on teaching, stress, burnout, stagnant wages, and ideological debates.
  
- 2. Strengths of the program.**
  - The overall student success in Education courses is excellent with 92% of students earning a C or better.
  - The strong partnership with CCPS and private school leadership along with Mentor Teachers enable the

Education program to provide 31 practicums/semester.

- Faculty are vested in student support through Starfish alerts, personal communications, referrals to the Academic Center referrals for tutoring, and faculty help sessions.
- Despite COVID-19 challenges, the Education Department programs achieved a commendable graduation of 87 students.
- Faculty continually assess degree outcomes at the program and state level, collaborating with other community colleges in this five-year assessment period.
- The AAT programs are provided guidance and representation in higher education by the University of Maryland System AAT Oversight Committee.
- Faculty receive positive student feedback on course evaluations, foster scholarship, deliver dynamic learning, show commitment to teaching and students, and participate in ongoing professional development.

### **3. Weaknesses of the program.**

- Enrollment has declined from fall 2018 to spring 2023.
- Lack of diversity: The AAT enrollment, like the teaching profession, is predominantly white female; however, Hispanic females represent the dominant minority.
- The lowest Education course success rate of 89.1% is seen in the Introductory courses, EDUC 120 and 121, where students explore the teaching profession. Early exposure to a classroom allows informed decisions about the commitment to teachings. As a result, students change their majors. Also, lower retention rates from one semester to the next could be a result of the increase of part-time students.
- Transitional Mathematics courses pose challenges for students with a 67.6% final grade in MAT 095 and 60.9% average in MAT 099. Lack of high school preparation is a continuing factor.
- Currently, there is a lack of technology to track job placement of our graduates.
- Lack of financial incentives, like those in the Early Childhood Education program, for students to become teachers.

### **4. Plans for Improvement including timeline.**

- Request that the College Foundation support students who are pursuing an associate degree in education/Begin Fall 2025 academic year.
- Re-evaluate the directed practicum model for EDUC 121, 226, and 231 in collaboration with CCPS/Begin Summer 2024.
- Work with Marketing and Creative Services to rethink Education Marketing and create new strategies/Begin Spring 2024.
- Assess all ECE courses for Universal Design for Learning (UDL) and accessibility in the upcoming assessment period. Develop a plan for corrections by Spring 2029.
- Consider moving select Education courses to Hy Flex within the new assessment period.

### **5. Identification of weaknesses or deficiencies from the previous review and the status of improvements implemented or accomplished.**

- Despite a targeted marketing plan with new publications and articles, data shows that enrollment in Education programs continues to decline, not only at the College but across the nation.
- The AAT Secondary degrees are not viable according to the MHEC (Maryland Higher Education Commission) formula, even though the College continues to offer these degrees to support the teacher pipeline in critical shortage areas. Education faculty need to revisit the viability of these degrees in the next assessment period and perhaps eliminate them in favor of the A.A. Teacher Education.
- As of September 2021, Education program courses are offered in face-to-face and asynchronous formats.
- Literacy in the Content Area courses, EDUC 207 and EDUC 208, were in place in an asynchronous format by July 2020.
- The MSDE Elementary Education Reading group determined that a revision was not necessary for EDUC

201, Processes and Acquisitions of Reading. However, EDUC 201 is now offered online.

- The Program Director worked with Dr. Michelle Kloss on Academic Council Proposals revising the titles, course descriptions, pre- and co- requisites, and course objectives in 2022. In addition, The Program Director worked with Planning and Marketing on Program Webpages, press reviews, social media, and program brochures on an ongoing basis.

**6. Budget/position requests (list the items and the costs).**

- College should focus on providing more financial incentives for students to major in Education, such as tuition and book scholarships.
- Mentor Teachers need appropriate compensation for hosting EDUC 121, 226, and 231 Education Directed Practicum students: 62 Mentor Teachers x \$25 gift card = \$1,550/year.
- College should follow through on retrofitting K128 as a Hy Flex classroom not only for Education classes but other disciplines: \$5,000 for a microphone to improve communication with online and face-to-face students.
- College must determine appropriate compensation for Hy Flex faculty for equitable faculty load.

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***Signatures***

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Program Director/Coordinator

*Susan Fuller Sico*

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Date

4/03/2024

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Division Chair & Education Program Director

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Date

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Sharon Brunner

\_\_\_\_\_  
Dean, Curriculum and Assessment

7/18/2024

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Date