



Professional Management Division

Professional Management Program

**Self-Study Report
(Volume I: Narrative with Tables)**

Self-Study Year: 2012-2013

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TITLE PAGE

International Assembly for Collegiate Business Education (IACBE)

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Academic Year Covered: 2012-2013 (FY 2013)

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GENERAL INFORMATION

Item 1: *Identify the name and title of each individual who participated in preparing the self-study.*

Response:

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Chair, Professional Management Division
Professor of Mathematics and Business

Dr. Raymond Albert
Coordinator, Computer Applications and E-Commerce Programs
Professor of Computer Science

Dr. Thomas Anthony Enerva
Coordinator, Rural Public Safety Administration Program
Associate Professor of Public Safety Administration and Criminal Justice

Leo Trudel
Assistant Professor of Business

Dr. Rachel Albert
Vice President of Academic Affairs
Associate Professor of Nursing

Item 2: *Provide a brief history of the institution.*

Response:

On February 21, 1878, Maine Governor Selden Connor approved and signed an act which would establish a training school for teachers in the Madawaska territory. This step meant that people in the region could be trained so they could teach at schools within the territory, and thus begin educating and "Americanizing" the people of the St. John Valley.

An amount of \$1000 was set aside in the state treasury to establish and maintain what became commonly known as the Madawaska Training School. In the early years of the school's history, the location for the training of teachers alternated between Fort Kent and Van Buren, and in 1884 the school serving the lower section of the territory moved from Van Buren to Grand Isle. Then in 1886, issues of overcrowding in the Fort Kent location were addressed for the first time. Each year enrollment numbers had increased, and by this time applicants had to be turned down for want of better accommodations. Vetal Cyr, the first principal of the Madawaska Training School, described the existing school house in the Fort Kent area as "small and cold," and that "no changes or repairs" had been made to the school buildings. He summarized his position by stating that "at Fort Kent a new school house is much needed," in hopes that the state would soon remedy the situation in the way of new buildings. It was shortly after these statements that the

State Superintendent of Common Schools recommended that the school be permanently located in Fort Kent and that suitable accommodations be made for the school in the construction of facilities. The money was appropriated for building permanent facilities for the school in Fort Kent, and the school finally had a permanent location and facility by the 1888-1889 school year.

Throughout its years as the Madawaska Training School, the University of Maine at Fort Kent saw multiple expansions, curriculum additions, and a total of three principals. New dorms and classroom facilities were built, and changes were made to include a normal school curriculum in 1927, with the program being expanded in 1934 and again in 1948. The last principal to serve the school under its name of Madawaska Training School was Richard F. Crocker, who served the school from 1926 to 1955. It was under him that the training school saw the most change. The normal school curriculum was added under him, enrollment expanded significantly, a physical education program and several sports programs were added, as well as the construction of a new gymnasium.

The year of 1955 proved to be a year of change for the school in many ways. First, an electrical fire caused the destruction of the original Nowland Hall. This disaster led to the State Board, which was already seeing declining enrollment at the school, having to decide whether the training school would remain open. The Alumni Association, in response to the threat of their alma mater closing, rallied to increase the enrollment at the school in an attempt to save the school. The result, alumni acting as recruiters for the school, was believed to not only be able to save the school, but was hoped to eventually make the possibility of changing MTS into a four year college a reality. Their efforts were ultimately successful in keeping the school off of the chopping block, and the name of the school was changed to Fort Kent State Normal School that same year. Under its new name, the school saw its fourth and final principal, Joseph "Joe" Fox, who served the school from 1956 to 1971. Though originally the fourth principal of the school, he served long enough to see the school become a four-year college and change names three times; first to Fort Kent State Teacher's College in 1961, then to Fort Kent State College and finally to the University of Maine at Fort Kent in 1970. At the end of his term, he had not only served as principal, but also as the university's first president.

Since becoming the University of Maine at Fort Kent in 1970, the school has continued to see changes, both physically and academically. A variety of liberal arts majors and minors have been added throughout the years. Originally established as a teaching school, UMFK's teaching program remains one of the strongest in the state. However, programs such as Forestry, Electronic Commerce, Public Safety Administration, Nursing, Computer Applications, Behavioral Science, Biology, Business Management, English, Environmental Studies, French, Social Science, Criminal Justice and Human Services are also available to students.

With a vast assortment of programs available, the school's enrollment has continued to increase exponentially, while still maintaining its reputation of a quality education and personal attention to students' needs. Even today the school continues to expand, including the building of Violette Camp for Environmental Studies, the construction of Nadeau Hall to house the Nursing Department and a Technology Center in 2001, renovations to Cyr Hall in 2002, the construction of a new building to house the Acadian Archives and administrative offices slated to begin in 2003, and the construction of a new residence hall facility. In the past 125 years of the school's existence, it has grown from an enrollment of approximately 46 people per semester in the first year to an estimated 900 per semester in recent times. A university of continued academic growth and diversity, the University of Maine at Fort Kent's growth has been greatly influenced

by the rich history of itself and the region it serves. Born of the need to educate the local culture, the University of Maine at Fort Kent continues to live up to its history of academic excellence. Though it now serves the global community, UMFK will always be a part of the rich cultural history of the St. John Valley.

* Historical information referenced from "UMFK: A Century of Progress" by Roger Grindle.

Item 3: *Provide a brief history of the business unit.*

Response:

The first four year degree in Practical Business Management was offered at the University of Maine at Fort Kent in 1982. This was accompanied by the hiring of the first tenure track employee to support the course offerings in addition to a cadre of adjuncts. The program of study was originally conceived as a concentration under the Bachelors of Science Degree. To obtain the degree, students were required to accumulate 128 credit hours of course work of which at least 45 credit hours were upper level, with a minimum GPA of 2.0 and at least 38 credits in business and economics. In addition, 3 of the 38 credits had to be from the completion of a computer course and a minimum of 8 credits in the form of a business internship. Because of the greater than usual credit requirements, at that time most majors at the University of Maine at Fort Kent required the completion of 30 credits of course work in the discipline, students pursuing a concentration in business management were not required to complete a minor to earn a bachelors degree.

Since its inception, the original concentration has undergone several significant changes. In 1985, the Concentration in Practical Business Management became a major in the Bachelors of Science Degree. Although no requirements were changed in the concentration, now major, the name change was significant for bringing the title of the course of study into line with the other majors making it easier to market to prospective students and parents. This also triggered the tracking of students enrolled in the major, 20 in the fall semester of 1986. The second significant change occurred in 2004 when the Division of Natural and Behavioral Sciences approved a set of 7 concentrations within the Business Management major. The growth in interest in the major and its concentrations, peaking at 61 students in fall semester 2005 has led to an increase in tenured faculty. In 1997 and 2003, new faculty positions in business were created and filled.

The Computer Applications program was established in 1987 and the Rural Public Safety Administration and the Electronic Commerce program in 2001. To strengthen its management programs, the university sought accreditation for its business and business-related management programs in 2006. The BS in Business Management, BS in Computer Applications in Business, BS in E-Commerce, and BS in Rural Public Safety Administration were accredited by IACBE in 2008. These programs were collectively called the Professional Management Program.

In 2009, in another step to enhancing quality, the university split the Natural and Behavioral Sciences Division into two divisions. The Professional Management Program became the Professional Management Division, and is in a separate division within the university structure.

The number and nature of the concentrations within the Business Management Program evolved to nine concentrations. In 2010, the concentrations of Marketing and of Small Business Management were combined into a concentration in Entrepreneurship and Management. In 2011, a new concentration Healthcare Administration was created in cooperation with the UMFK

Nursing Division, and Forest Management was created by combining UMFK's Associate of Science in Applied Forest Technology degree with the Bachelor of Science in Business Management to form a new concentration, Forest Management. Finally, in 2012, in response to market demand, a concentration in Sports Management and Representation was created.

Item 4: *Provide a list of each business or business-related program for which the business unit is seeking IACBE reaffirmation of accreditation.*

Bachelor of Science in Business Management (with nine concentrations)

1. Accounting
2. Finance
3. Financial Services
4. E-Business
5. Human Resources Management
6. Entrepreneurship and Management
7. Forest Management
8. Healthcare Administration
9. Sports Management and Representation

Bachelor of Science in Computer Applications (Business Concentration)

Bachelor of Science in Electronic Commerce

Bachelor of Science in Rural Public Safety Administration

Note:

When the original accreditation was obtained, the concentrations in Business Management were Accounting, Finance, Financial Services, E-Business, Human Resources Management, Marketing and Small Business Management. Of the original concentrations, Marketing and Small Business Management were consolidated into Entrepreneurship and Management, and new concentrations, Forest Management, Healthcare Administration and Sports Management and Representation were developed in response to student demand. These changes did not require additional documentation for NEASC, and they were reported to IACBE on our annual reports.

These programs are offered at only one site, the campus of the University of Maine at Fort Kent. However, some of the programs are offered online, asynchronously. The programs that are available online are identical to the residential programs, and students may take courses using a blend of both modalities. There are student support services available to the online students including an orientation to the use of the blackboard software system to ensure that online students have support equivalent to the support available to residential students.

Annual reports of student learning outcomes and accreditation information are available at the UMFK website www.umfk.org/business.

Item 5: Provide enrollment information that includes headcount for the institution and each program for which reaffirmation is sought.

Response:

Program	Enrollment		
	2010-11	2011-12	2012-13
Business	73	129	104
Computer Apps	24	19	28
E-Commerce	6	5	1
Public Admin	63	84	73
Total	166	231	216
UMFK	1126	1073	1080
%	14.7	21.5	19.4

Item 6: For each program listed, provide numbers of degrees conferred during the last three years.

Response:

Program	2010-11		2011-12		2012-13	
	Enrollment	Graduates	Enrollment	Graduates	Enrollment	Graduates
Business	73	19	129	15	104	18
Computer Apps	24	7	19	4	28	2
E-Commerce	6	1	5	2	1	0
Public Admin	63	10	84	16	73	7
Total	166	37	231	37	216	27

Note: Enrollments are not recorded by concentration, and students may complete multiple concentrations. Concentrations are not officially identified until a student applies for a graduation audit. For example, in 2012-13 the eighteen graduates in business covered twenty four concentrations.

They were as follows:

Accounting	4
Finance	3
Financial Services	3
Human Resources	6
Marketing	4
Small Business	4
Total	24

Item 7: *Describe any situations present at your institution requiring a special understanding during the reaffirmation process.*

Response:

As of September 1, 2013, the E-Commerce Program was temporarily suspended due to continued low enrollment. The Professional Management Division was granted three years to study and recommend action for either program restructuring or elimination. That process complicates the reaffirmation. There have been no substantial changes to the E-Commerce Program since its accreditation, and it has been included in this reaffirmation. This assumes that any restructuring or substantial change would be reported to IACBE, as would a decision to formally eliminate the program.

For the academic year 2013-2104, the E-Commerce Program is not listed in the catalog and no students are being accepted into that program. There is one student who is currently listed as being in the E-Commerce Program, but in reality, he is not. That listing allows him to qualify for lower tuition since E-Commerce is recognized as a NEHBE program and qualifies for lower out-of-state tuition rates.

The enrollments in computer-related programs are low, and that issue is under active study.

The Vice President of Academic Affairs is stepping down from her position December 31, 2013, to return to a faculty position; her successor has not yet been chosen.

PRINCIPLE 1: Outcomes Assessment

Outcomes Assessment Plan Overview

The University of Maine at Fort Kent has four Professional Management Programs within the Division of Natural and Behavioral Sciences. They are: Business Management, Rural Public Safety Administration, Computer Applications in Business, and Electronic Commerce. Each program has a Program Coordinator who is responsible for the operation of that program and reports directly to the Chair of the Professional Management Division.

A. Statement of Need for Outcomes Assessment:

Outcomes assessment is necessary to document that students possess or have acquired the skills, knowledge, and attitudes to succeed in life and in a career of their choosing. Outcomes assessment is also necessary to demonstrate the effectiveness of the management programs. Program Coordinators, Division Chair, Vice-President of Academic Affairs, and President of The University need the data from outcomes assessment to evaluate, change and improve the effectiveness of their programs.

B. Definition of Outcomes Assessment:

Assessment is an ongoing process that documents student learning and measures program effectiveness. It is a systematic process of continuous improvement within a program. The aim is to optimize effectiveness of both student learning and the operation of the program.

C. Purposes of Outcomes Assessment:

The purposes of outcomes assessment are to measure individual learning, to evaluate program effectiveness, and to enhance both.

D. Characteristics of Outcomes Assessment:

Characteristics of outcomes assessment are: provides multiple quantitative and qualitative measures of individual student learning as well as aggregate student learning; identifies improvements and changes that should be made in a program; provides evidence that supports the needed improvements and changes; involves students, faculty and administration in the assessment process and in any improvements or changes; and provides a formalized process that documents whether intended outcomes are realized individually and in the aggregate.

E. Administration of Outcomes Assessment:

The hierarchy of the administration of outcomes assessment is as follows: The President of the University is ultimately responsible, but has delegated specific responsibility to the Vice President of Academic Affairs to oversee the administration of outcomes assessment. She, in turn, has formed three committees that consist of the Directors of Student Success and of Academic Services, and of faculty members from each division: Committee for Institutional Effectiveness and Assessment (CIEA), Quality Undergraduate Education Committee (QUE), and Academic Leadership Council (ALC). The former committee oversees programmatic assessment, the second oversees student assessment, and the last oversees program operation. Division chairs and program coordinators answer to the Academic Vice President through the operation of the committees. Within specific programs, the Program Coordinator, the Director of Student Success, and the instructors administer the measurement instruments. The results of outcomes assessment are monitored throughout the year and reported annually.

F. Chronology of Outcomes Assessment:

The University's efforts to formalize an outcomes assessment plan began in FY2003 in preparation for an institutional accreditation self study for New England Association for Schools and Colleges (NEASC) in FY 2005. As a result of the accreditation process, the University has formalized its outcomes assessment plan and integrated the results of outcomes assessment into its planning and budgeting process. In FY2006, the Division of Natural and Behavioral Sciences reorganized and named Program Coordinators for each of its programs. In addition, the division charged the coordinators of the four management programs to seek accreditation by the International Assembly for Collegiate Business Education (IACBE). In FY 2010, the Division of Natural and Behavioral Sciences was reorganized into the Division of Natural and Behavioral Sciences (NBS) and the Professional Management Division (PMD). The programs under reaccreditation fall under the Professional Management Division, and the Chair of the Professional Management Division oversees these programs.

1.1: Outcomes Assessment

Professional Management Program

1. Mission and Broad-Based Goals

Consistent with the mission of the University of Maine at Fort Kent, a regional university that serves the needs of the St. John Valley and the State of Maine, the Professional Management Program fosters excellence in scholarship and academic achievement in an interactive educational environment which fosters student success as responsible citizens, dedicated professionals, and conscientious leaders.

The Professional Management Program comprises four programs: Business Management, Computer Applications in Business, Rural Public Safety Administration, and E-Commerce. The E-Commerce program was temporarily suspended in 2013 to allow three years for the Professional Management Division to propose a restructuring or elimination of the program. Since it is currently among the accredited programs at UMFK, we include it in this self-study with the stipulation that whatever is decided will be duly reported to IACBE.

Consistent with the mission of the Professional Management Program, the mission of the Business Management Program fosters excellence in scholarship and academic achievement in an interactive educational environment. The program is designed so that students become liberally-educated citizens, life-long learners in a changing world, proficient business managers and entrepreneurs.

Consistent with the mission of the Professional Management Program, the mission of the Computer Applications in Business Program to educate and nurture its students to become responsible, knowledgeable and skilled computer professionals capable of performing all tasks common to the fields of computer science/information technology in a business setting; the program is designed so that students become liberally-educated citizens, life-long learners in a changing world, proficient business managers and entrepreneurs.

Consistent with the mission of the Professional Management Program, the mission of the Rural Public Safety Administration Program is to educate students about law enforcement and the criminal justice system; develop intellectual curiosity, analytical skills and academic scholarship; provide opportunities for community service, service learning projects and field experience; and to prepare students for professional employment opportunities in the field. The program is designed so that students become liberally-educated citizens, life-long learners in a changing world, proficient business managers and entrepreneurs.

The mission of the E-Commerce Program is to provide a liberal arts degree for students interested in electronic commerce careers. The program will combine elements from the Bachelor of Science in Business Management and the Bachelor of Science in Computer Applications, as well as the area of electronic commerce. Students graduating from the program will be prepared to work for both small and large businesses which have entered the global economy of the information age. They will also be prepared to work in a variety of industries as e-commerce professionals and consultants. The program is designed so that students become liberally-educated citizens, life-long learners in a changing world, proficient business managers and entrepreneurs.

In accordance with the mission of the Professional Management Program of developing liberally-educated, life-long learners in a changing world, proficient managers and entrepreneurs, the following are the student learning outcome goals:

Student Learning Outcome Goals:

1. Students will be liberally-educated citizens.
2. Students will be life-long learners.
3. Students will be proficient managers.
4. Students will develop entrepreneurial skills.

For assessment purposes, the Professional Management Program uses the following assessment tools:

Direct:

1. Comprehensive Test in Business (Peregrine Academic Services)
2. Capstone Course
3. Internship Evaluation
4. Student Electronic Portfolio

Indirect:

1. Student Grade Point Average (GPA) for program courses
2. Student GPA for all courses
3. Graduate Exit Survey
4. Alumni Survey

2. Student Learning Assessment:

Outcomes Assessment Plan

Student Learning Outcomes

In order to achieve the four student outcome goals, the Professional Management Program assesses the following Intended Student Learning Outcomes using the tools indicated in parentheses.

In accordance with the mission of the Professional Management Programs of developing liberally-educated citizens, life-long learners in a changing world, proficient managers, and entrepreneurs, the Professional Management Programs have the following goals for student learning:

Note: The intended student learning outcomes are listed in groups corresponding to the specific programs. The first grouping will be the outcomes common to all programs, then the outcomes specific to each concentration within the business program, and then outcomes specific to each business-related program.

Intended Student Learning Outcomes: (Common to each accredited program)

1. Students will be able to explain principal concepts, theories and practices in and describe interrelationships between the functional areas of business, including accounting, marketing, finance and management. (measure direct 1 & 4, indirect 1 & 3)
2. Students will be able to identify and describe multicultural dimensions of management. (measure direct 1 & 4, indirect 1 & 3)
3. Students will be able to explain relevant theories and principles associated with the economic environment of a business. (measure direct 1 & 4, indirect 1 & 3)
4. Students will be able to evaluate legal and ethical principles and apply them to organizational decision making. (measure direct 1 & 4, indirect 2 & 3)
5. Students will be able to apply quantitative methods and tools to organizational decision making. (measure direct 1 & 4, indirect 2 & 3)
6. Students will be able to explain concepts and practices in information technology systems and demonstrate fluency in their use. (measure direct 1 & 4, indirect 2 & 3)
7. Students will be able to construct coherent oral and written forms of communication and present them in a professional context. (measure direct 1 & 4, indirect 2 & 3)
8. Students will be able to work effectively with diverse colleagues in team situations. (measure direct 2 & 3, indirect 3 & 4)
9. Students will be able to evaluate theory and practice across various functional disciplines in analyses of organizational problems and challenges. (measure direct 2 & 3, indirect 3 & 4)
10. Students will be able to explain concepts, theories and practices in strategic management and apply them to management decision making. (measure direct 2 & 3, indirect 3 & 4)
11. Students will be able to conduct independent research. (measure direct 1 & 4, indirect 3 & 4)
12. Students will be able to absorb new information and understand relationships and impacts of the new body of information on existing knowledge. (measure direct 1 & 4, indirect 2 & 3)

For the business concentrations, additional Intended Student Learning Outcomes follow:

Accounting:

1. Students will be able to explain concepts, theories and practices in accounting and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)
2. Students will be able to explain concepts, theories and practices in taxation and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)
3. Students will be able to explain concepts, theories and practices in investment management. (measure direct 3 & 4, indirect 1 & 3)
4. Students will be able to explain concepts, theories and practices in human resources management and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)

Finance:

1. Students will be able to explain concepts, theories and practices in finance and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)
2. Students will be able to explain concepts, theories and practices in accounting and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)
3. Students will be able to explain concepts, theories and practices in taxation and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)
4. Students will be able to explain concepts, theories and practices in investment management, and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)
5. Students will be able to explain concepts, theories and practices in insurance and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)
6. Students will be able to explain concepts, theories and practices in international trade. (measure direct 3 & 4, indirect 1 & 3)
7. Students will be able to explain concepts, theories and practices in human resources management and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)

Financial Services:

1. Students will be able to explain concepts, theories and practices in insurance and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)
2. Students will be able to explain concepts, theories in finance. (measure direct 3 & 4, indirect 1 & 3)
3. Students will be able to explain concepts, theories and practices in taxation. (measure direct 3 & 4, indirect 1 & 3)
4. Students will be able to explain concepts, theories and practices in contract law. (measure direct 3 & 4, indirect 1 & 3)
5. Students will demonstrate skills in business negotiations and sales. (measure direct 3 & 4, indirect 1 & 3)
6. Students will be able to explain concepts, theories and practices in investment management. (measure direct 3 & 4, indirect 1 & 3)
7. Students will be able to explain concepts, theories and practices in human resources management and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)

E-Business:

1. Students will be able to explain concepts, theories and practices in finance and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)
2. Students will be able to explain concepts, theories and practices in investment management. (measure direct 3 & 4, indirect 1 & 3)
3. Students will be able to explain concepts, theories and practices in operations management and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)
4. Students will be able to explain concepts, theories and practices in electronic marketing and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)
5. Students will explain concepts, theories and practices in electronic security and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)
6. Students will demonstrate an ability to construct or modify electronic media and various forms of virtual marketing. (measure direct 3 & 4, indirect 1 & 3)
7. Students will be able to explain concepts, theories and practices in human resources management and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)

Entrepreneurship and Management:

1. Students will be able to explain concepts, theories and practices in finance and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)
2. Students will be able to explain concepts, theories and practices in investment management. (measure direct 3 & 4, indirect 1 & 3)
3. Students will be able to explain concepts, theories and practices in insurance and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)
4. Students will be able to explain concepts, theories and practices in taxation and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)
5. Students will be able to explain concepts, theories and practices in electronic marketing and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)
6. Students will be able to explain concepts, theories and practices in operations management and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)
7. Students will be able to explain concepts, theories and practices in project management and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)
8. Students will be able to explain concepts, theories and practices in human resources management and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)

Human Resources Management:

1. Students will be able to explain concepts, theories and practices in human resources management and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)
2. Students will be able to explain concepts, theories and practices in insurance and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)
3. Students will be able to explain concepts, theories in finance. (measure direct 3 & 4, indirect 1 & 3)
4. Students will explain concepts, theories and practices in electronic security and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)

5. Students will be able to explain concepts, theories and practices in contract law and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)
6. Students will be able to explain concepts, theories and practices in organizational behavior and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)
7. Students will demonstrate an ability to negotiate successfully. (measure direct 3 & 4, indirect 1 & 3)
8. Students will be able to explain concepts, theories and practices in employee compensation and benefits, and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)

Healthcare Administration:

1. Students will be able to explain concepts, theories and practices in insurance and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)
2. Students will be able to explain concepts, theories in finance. (measure direct 3 & 4, indirect 1 & 3)
3. Students will be able to explain concepts, theories and practices in accounting and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)
4. Students will be able to explain concepts, theories and practices in healthcare finance and grant writing, and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)
5. Students will be able to explain concepts, theories and practices in healthcare policy and leadership, and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)
6. Students will be able to explain concepts, theories and practices in health-related research. (measure direct 3 & 4, indirect 1 & 3)
7. Students will be able to explain concepts, theories and practices in human resources management and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)

Forest Management:

1. Students will be able to explain concepts, theories and practices in finance and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)
2. Students will be able to explain concepts, theories and practices in forestry management and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)
3. Students will be able to explain concepts, theories and practices in wood fiber product development and marketing, and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)
4. Students will be able to explain concepts, theories and practices in human resources management and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)

Sports Management and Representation:

1. Students will be able to explain concepts, theories and practices in finance and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)
2. Students will be able to explain concepts, theories and practices in contract law and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)
3. Students will demonstrate an ability to negotiate successfully. (measure direct 3 & 4, indirect 1 & 3)

4. Students will be able to explain concepts, theories and practices in project management and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)
5. Students will be able to explain concepts, theories and practices in the operation and management of sports programs and teams, and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)
6. Students will be able to explain concepts, theories and practices in the coaching of sports. (measure direct 3 & 4, indirect 1 & 3)
7. Students will be able to explain concepts, theories and practices in employee compensation and benefits, and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)
8. Students will be able to explain concepts, theories and practices in human resources management and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)

For Computer Applications in Business, additional Intended Student Learning Outcome:

1. Students will be able to explain concepts, theories and practices in information technology and apply them in management decision making. (measure direct 3 & 4, indirect 1 & 3)

For Rural Public Safety Administration, additional Intended Student Learning Outcomes:

1. Students will be able to explain concepts, theories and practices in the management of a not-for-profit organization, and apply them in public management settings. (measure direct 3 & 4, indirect 1 & 3)
2. Students will be able to explain concepts, theories and practices in human resources management and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)

For E-Commerce, additional Intended Student Learning Outcomes:

1. Students will be able to explain concepts, theories and practices in management and apply them in virtual settings. (measure direct 3 & 4, indirect 1 & 3)
2. Students will be able to explain concepts, theories and practices in finance and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)
3. Students will explain concepts, theories and practices in electronic security and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)
4. Students will demonstrate an ability to construct or modify electronic media and various forms of virtual marketing. (measure direct 3 & 4, indirect 1 & 3)
5. Students will explain concepts, theories and practices in electronic security and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)
6. Students will be able to explain concepts, theories and practices in human resources management and apply them to management decision making. (measure direct 3 & 4, indirect 1 & 3)

3. Operational Assessment

All accredited programs have identical goals for program and student learning.

Program Operational Goals:

1. Offer a broad selection of management concentrations to meet the needs of our stakeholders (Stewardship).
2. Provide excellence in teaching and learning (Learning).
3. Prepare students for careers in areas that satisfy students' wishes and employers' needs (Collaboration).
4. Educate students in the liberal arts to broaden their horizons and deepen their understanding of society and the world (Citizenship).
5. Establish and nurture an institutional culture of systemic quality improvement (Excellence).

Program Operational Outcomes

In order to achieve the five goals of the program, the Professional Management Program assesses the following Intended Operational Outcomes using the tools indicated in parentheses:

Intended Operational Outcomes

1. Students will be prepared for and find employment in an intended career field. (measure direct 3 & 4, indirect 1 & 3)
2. Students will understand and demonstrate social responsibility, sustainability and social entrepreneurial skills. (measure direct 2 & 4, indirect 2 & 4)
3. Students will demonstrate excellence in learning. (measure direct 1 & 4, indirect 1 & 2)
4. Students will have a high quality education. (measure direct 1 & 4, indirect 1 & 2)
5. Program faculty will be highly qualified, effective teachers. (measure direct 1 & 3, indirect 1 & 2)
6. Academic program will be current, relevant, and meet the needs of the business community. (measure direct 2 & 3, indirect 3 & 4)

Summary of Assessment Results:

Assessment Results:	2010-11	2011-12	2012-13
Direct #1	48.3	47.45	62.6
Direct #2	100	80	84
Direct #3	100	100	100
Direct #4	n/a	n/a	n/a
Indirect #1	3.31	3.43	3.42
Indirect #2	3.24	3.33	3.40
Indirect #3	100	100	100
Indirect #4	100	100	100

Rubrics

Direct Instruments

Peregrine Academic Testing Service, Comprehensive Exam in Business:

The median of the cohort tested will be compared with the national median for business majors. The standard for the combined programs is a median score that approximates the national median. (Details of 2012-13 results are included in Appendix for Principle 1.)

Student Electronic Portfolio:

Students are rated pass or fail (see the BUS 411L rubric for details in Appendix for Principle 1). The standard is that 100% of the cohort passes.

Internship Evaluation:

Students are rated as Novice, Apprentice, Practitioner or Expert (see internship rubric for details). The standard is that 90% of the cohort is rated as Practitioner or higher.

Capstone Course:

The course is graded consistent with the UMFK catalog. (see the course rubric for details establishing this measure as a direct measure)

The standard is that at least eighty percent of the cohort score better than C.

Indirect Instruments

Student GPA:

Student GPA will be calculated for program courses, and for all courses. The various GPA calculations will be averaged across the cohort.

The standard is a program GPA at least 3.0, and an overall GPA at least 2.8.

Graduate Exit Survey:

The survey is administered by the Institutional Research Office. Using the “Relationship to Career” portion of the survey, the last three questions concerning ethical reasoning and civil engagement, lifelong learner skills, and skills to become a successful professional are tabulated. The standard is that at least ninety percent of the respondents agree or strongly agree with the statements.

Alumni Survey:

The survey is administered by the Institutional Research Office. Using the “Learning Experience” portion of the survey, the last three questions regarding lifelong learner, successful professional, and leadership skills, are tabulated. The standard is that at least ninety percent of the respondents agree or strongly agree with the statements.

Student Learning Outcomes Overview

Assessment of student learning within the Professional Management Programs consists of three parts: assessing basic general skills, basic management skills, and higher order thinking skills.

Basic general skills are assessed prior to initial scheduling, during six basic general education courses and during a mandatory first-year-experience course. Basic management skills are assessed during required core courses and in a comprehensive exam. Higher order thinking skills are assessed in a required capstone course and in an internship. A history of the assessments and examples of student accomplishments are chronicled in individual electronic portfolios.

A. Basic Skills Assessment:

Accuplacer Test Results. Prior to registration in any academic courses, each student must score at or above the thirty fifth percentile in reading comprehension, writing ability, and mathematical computation. This assessment is conducted by the Academic Services Office and occurs before a student enters the Business Management Program.

All management students, during a required first-year-experience course, take the ETS Proficiency Profile Test, and the NSSE test of student engagement; the results of these tests are used to ensure that gaps in basic skills are addressed early in their program.

General Education Skills Courses. Management students are required to successfully complete six courses: Eng 100 and 101 English Composition 1 and 2, Bus 219 Business and Professional Speaking, Mat 280 Finite Mathematics 2: Linear Systems and Mathematics of Finance, Mat 351 Statistics, and Cos 103 Introduction to Information Technology.

Student Electronic Portfolio. Evidence of proficiency in basic skills is maintained in a student's portfolio.

Required Capstone Course. A capstone course is required. During the assessments in this course, student mastery of basic skills is verified.

Internship Program. Each student is required to complete an internship in his/her area of concentration. Assessment of the internship involves a review of basic skills by two faculty members and the organization hosting the intern.

B. Basic Business Skills Assessment:

Student Electronic Portfolio. Evidence of proficiency in basic business skills is maintained in a student's portfolio.

Comprehensive Exam. As a prerequisite for taking a capstone course, each student is required to complete a comprehensive exam of business skills. The test used will be the Peregrine Academic Testing Service, Comprehensive Test in Business. Students will usually take this exam in their senior year.

Required Capstone Course. Within each area of concentration, a capstone course is required. As part of each capstone course, student mastery of business skills is verified in an applied setting.

Internship Program. Each student is required to complete an internship in his/her area of concentration. Assessment of the internship involves a review of business skills by two faculty members.

C. Higher Order Thinking Skills:

Required Capstone Course. Within each area of concentration, a capstone course is required. As part of each capstone course, student mastery of higher order thinking skills is assessed.

Internship Program. Each internship program has two faculty members involved in assessing a student's ability to operate in a practical setting and apply appropriate higher order thinking skills. The primary faculty member is responsible for mentoring the student and arranging the internship. The secondary faculty member is chosen based on his/her expertise in the student's area of concentration, and he/she acts as a consultant and is directly involved in assessment of the internship experience.

Student Electronic Portfolio. Evidence of demonstrations of mastery of higher order thinking skills is maintained in a student's portfolio, and it is assessed prior to graduation.

Graduate Exit Survey. Prior to graduation, students are interviewed and they complete a survey by the Office of Student Success. They are asked to evaluate their learning experiences. The results of these interviews and surveys are compared to the results of the direct assessments.

Alumni Survey. After graduation, a survey is conducted by the Institutional Research Office to assess the success of the student.

Student Personal Development Program for Management Programs

Within the Professional Management Programs at the University, student personal development is a priority. The following describes a systemic program that encourages the personal development of each student.

In addition to the leadership of the Vice President of Academic Affairs, the following are involved in student development: the Office of Student Affairs, the Office of Academic Services, the Office of Student Success, the Chair of the Professional Management Division, the Program Coordinators, and the students' advisers/mentors. They collaborate to provide direction, encouragement, and assistance to each student according to individual student situations.

The process begins with initial advising in which students are tested for proficiency in basic reading, writing and mathematical skills by the Office of Academic Services. Students are subsequently advised by a team of two advisers, with one concentrating on exploring program options and student strengths, weaknesses and aspirations, and the other concentrating on

building an initial schedule and transitional issues. Each student is also assigned to a mandatory first-year-experience course that emphasizes knowledge, skills and attitudes to be successful as a student, as a person, and as a professional. Together, the two advisers and the first-year-experience instructor assist the student to select a permanent adviser/mentor to bond with and develop academically and professionally. The student's social transition is also monitored by the Office of Student Success.

In terms of skills development, basic skills development is ensured through initial placement testing and mandated general education courses. Basic management skills are ensured through demonstrated proficiency via an electronic portfolio and comprehensive testing prior to admission to a concentration within the management programs. Higher order learning skills are ensured through a mandatory capstone course and a mandatory internship. The entire process is evidenced in the students' electronic portfolios, and each portfolio is evaluated to ensure development as a person, as a learner, and as a professional.

In each concentration area, a student is required to complete a capstone course and an eight-to-twelve credit internship in addition to maintaining an electronic portfolio that demonstrates achievement in that concentration. The faculty members in the area of concentration evaluate the capstone experiences, the internship experiences, and the student's portfolio to ensure the student is prepared to enter a career or to go on to graduate studies. The employer also evaluates the student's performance during the internship.

Additionally, each graduate completes a comprehensive test in business which is used as an outside assessment of student learning.

Results for 2012-2013 Operational Program Outcomes

Intended Operational Outcome 1.) Every student is required to complete an internship in their career field, and evaluations of 100% of our graduates have been positive. This is evidence that our graduates are prepared for their chosen careers. In the past three years, we have had only two students with problematic internship evaluations (none in 2012-13), and neither student graduated with a Business degree.

Our graduate survey does not capture sufficient data about the jobs our graduates have chosen. We are making changes to increase response rate, and we are pursuing this issue with UMFK's institutional research office.

Intended Operational Outcome 2.) Our students performed well on their internships, and our graduate survey showed strong results on the social responsibility question.

With new first-year-experience emphasis on student social experiences and on student portfolio development, this goal should continue to be achieved.

Intended Operational Outcome 3.) Comprehensive testing results in 2012-13 showed significant improvement in student learning outcomes, and this should continue to improve with the changes instituted in the past two years.

Intended Operational Outcome 4 & 5.) The improvement in comprehensive testing results and student GPA are evidence of quality education and teaching.

Intended Operational Outcome 6.) Our internship evaluations and positive feedback from the Professional Management Program Advisory Board are evidence that we are meeting this goal, and that we are adjusting our programs to meet business demand.

Additionally, results of assessment of intended student learning outcomes and intended operational outcomes are reviewed by the Professional Management Advisory Board at its first fall meeting. Recommendations by Professional Management Advisory Board inform the Division Chair and Program Coordinators as they address issues arising from assessment.

4. Linkage with Strategic Planning:

Changes as a Result of Assessment Results:

Because of a lack of details in the reporting from the ETS comprehensive test, we changed the testing source to Peregrine Academic Services. With ETS, our graduates tested above the national median; with Peregrine, our graduates were testing below the national median until we adjusted our program.

Analysis of the details of the results indicated that some students were not taking the testing seriously. Some students' time on the test was under 30 minutes when the test was designed to take 120 minutes. By making the students more aware of the importance of the test results and explaining the methodology of the comprehensive testing, our students scored significantly higher in 2012-13.

Additionally, we discovered that students scored weaker on areas that they covered early in their program. To address this problem, we began to reinforce earlier concepts during their capstone course. Student scores in economics and quantitative analysis improved as a result.

Another result noticed was that weak performance on the internship was a strong predictor for failure to graduate.

Our early comprehensive testing also included the public administration students with the business management students. This resulted in consistently lower scores for the public administration cohort. Peregrine has a separate comprehensive test and we instituted use of that test for the public administration cohort. The cohort score improved significantly, although it still trails the business management cohort's score. However, both cohorts scored above the national median.

The other need that is finally being addressed is the lack of a coherent student-electronic-portfolio program. Because the university failed repeatedly in its attempt to institute a comprehensive student electronic portfolio program, the Professional Management Program was unable to institute a program that was consistent and produced measurable results that were reliable or accurate. This resulted in our annual report of being unable to provide an assessment report for that measure.

As of September 1, 2013, that problem is being addressed by the university, and the Professional Management Program is finally able to accumulate those results. It will still take at least three years to completely institute the program so that results can be reported for a graduating cohort. The university has instituted a reorganization of its Division of Natural and Behavioral Science and its Division of Arts and Humanities so that they form a merged division called Division of Arts and Sciences. The general education program and the student electronic portfolio program for the

reporting of the assessment results for general education are part of its charge.

The Professional Management Division, as will other divisions, will be able to superimpose its student portfolio requirement on the preexisting mandatory general education portfolio.

The graduate and alumni surveys should be rebuilt to yield results that are more useful, but that process is complicated by the governance structures of the university. However, this problem is not pressing enough to address before the portfolio problem is solved operationally.

Our strategic planning process is not closely involved with these problems because the major charge from the university's strategic plan of 2008 is to focus our program offerings on student demand. This development was mandated by the financial pressures and political realities of the State of Maine. Survival by adaptation has been the primary focus of the Professional Management Program for the past five years. As a result, we formed our own division, merged two concentrations and developed three new concentrations within the business management program. We also temporarily suspended the E-Commerce degree program for three years to study its restructure or elimination. The E-Business Concentration within the Business Management Program and the Computer Applications in Business Program are on the "endangered species" list. Because there are signs of growth in the Information Security area, it may be wiser to develop another concentration within Business Management and eliminate one or both of the other programs.

The university is in the process of developing a five-year strategic plan for 2018, and each faculty member of the Professional Management Division is involved in the process. This plan will guide the division's plan beginning in 2014.

The outcomes assessment plan of the management programs are informed by the mission of the Professional Management Program and the direction of three institutional committees, Committee for Institutional Assessment and Effectiveness (CIEA), Quality Undergraduate Education Committee (QUE), and Academic Leadership Committee (ALC). These committees are chaired by the Vice President of Academic Affairs and are guided by the mission and goals of the University and its strategic plan.

Action plans of the strategic plan drive the planning and budgeting processes. The Chair of the Professional Management Division is a member of all three committees as well as the President's Cabinet, where all operations decisions (including the budget) are reviewed. The results of the assessments in the Professional Management Program are reviewed by the Professional Management Division and the Professional Management Advisory Council. The input of the faculty in the program and the industry leaders on the advisory council informs program changes and recommendations for budget decisions.

UMFK is currently in the process of developing a new strategic plan for the next five years (2014-2019), and the faculty members of the Professional Management Program are all involved in the process.

1.2 Summary Evaluation of Outcomes Assessment

- 1.) Overall, we are meeting our operational goals as demonstrated by outcomes measured.
- 2.) Changes needed to improve operational efficiency are:
 - a. better tracking of graduate employment;
 - b. follow through in implementation of student portfolio program;
 - c. address low enrollment and diffused focus in information technology programs and courses.
- 3.) Proposed courses of action to make the changes and improvements:
 - a. work with Career Planning office (Tammy Delisle) to establish record of graduate employment;
 - b. continue development of BUS 400L and process of monitoring student portfolios;
 - c. restructure information technology programs.

Principle 2: Strategic Planning

UMFK Strategic Plan (2008-2013):
(complete plan is in Appendix for Principle 2)

STRATEGIC GOALS

- 1A. Strategically position and market UMFK as a quality experiential-learning campus that capitalizes on its unique character and strengths, including its quality academic programs, small size, personal attention, geographic location, and cultural setting.
- 1B. Develop, adopt, and periodically assess a program-centered approach to recruitment and admissions that provides UMFK's academic programs with a sustainable number of demographically diverse college-ready students.
2. To ensure stable financial resources sufficient to sustain the achievement of the University's mission and educational objectives and to advance institutional improvement now and in the foreseeable future.
3. Foster an environment of academic excellence at UMFK supported and modeled equally by the administration, faculty and students.
4. The University community will pursue best sustainability management practices across all areas of campus operations and activities to become a model sustainable campus.
5. Support students' academic, personal, and social growth and development in achieving a meaningful education compatible with their life goals.

6. The University will lead initiatives to preserve, rejuvenate, and celebrate cultural and natural heritage and foster vibrant, sustainable, and resilient communities in Northern Maine, guided by the Acadian Archives/Archives Acadiennes (AA) and the Center for Rural Sustainable Development (CRSD), among other programs.
7. Maintain and enhance efforts to attract, recruit, and retain highly qualified, diverse faculty and staff, and support their accomplishments and professional development in an environment free from discrimination.

2.1 Professional Management Program Strategic Plan (2010-2013)

1. a.)

1. Strategically position and market the Professional Management Program as a quality academic program that meets the career needs of the St. John Valley, Aroostook County, and the State of Maine.
2. Develop new programs and strengthen existing programs to accomplish item 1.
3. Foster an environment of continuous improvement for academic quality and meeting the needs of our stakeholders.
4. Enhance economic sustainability in Aroostook County and other rural areas.

Since the Professional Management Division has only six full-time faculty members, two regular part-time faculty members, and one part-time administrative support staff member, the process of strategic planning happens at monthly division meetings and periodic Professional Management Program Advisory Board meetings. The results of our assessment program are reviewed and actions taken to address issues quickly. The results of these actions are monitored regularly and changes can be made quickly if warranted. (Examples of specific recommendations and actions are contained in Appendix for Principle 2)

When additional resources are required, the Division Chair deals directly with both the Vice President of Academic Affairs (VPAA) and the Vice President for Administration (CFO). He also sits on the President's Cabinet which reviews all budgetary matters and makes recommendations to the President.

1. b.) The following are evidence of improvements tied to the strategic plan:

- Created an Information Security Program.
 1. AS degree offered online and on campus;
 2. Investigating establishing a BS in Info Security.
- Created a Conservation Law Enforcement and Management Program.
 1. AA in Conservation Law Enforcement;
 2. Developing a BS degree in Conservation Management with concentrations in Law Enforcement and Management.

- Restructured concentrations in BS in Business Management.
 1. Merged two (2) concentrations in Marketing and Small Business Management into one (1): Entrepreneurship and Management.
 2. Created three (3) new concentrations in Healthcare Administration, Forest Management, and Sports Management and Representation.
 3. Changed curriculum in Human Resources Management to enhance quality.
- Changed Vendor for Comprehensive Testing of graduates and restructured preparation of students for comprehensive testing and restructured assessment process of student portfolios.

1. c.) Monitoring of goals is the duty of the Chair of the Professional Management Division, in consultation with the program coordinators and the Professional Management Program Advisory Board.

1. d.) There is no formal link between the strategic plan of the division and the UMFK budgeting process. The Division Chair is a member of the President’s Cabinet, which oversees the entire budget, and is also a member of the Academic Leadership Committee (ALC); the Quality Undergraduate Education Committee (QUE); and the Committee for Evaluation of Institutional Assessment (CEIA).

The process is the CFO reviews the previous year’s fiscal outcomes and availability of funding, and creates an annual budget in consultation with Division Chairs and VPAA. The strategic plan informs this process.

1. e.) Professional Management Division has two advisory boards: Professional Management Advisory Board and Rural Public Safety Administration Advisory Board; membership and details are contained in Appendix 2.

2.2 Summary Evaluation of Strategic Planning

1.) Because of the small size of UMFK, formalized strategic planning is done at the institutional level. The five-year strategic plan informs the divisions and programs, which in turn interpret the institutional plan for the various programs. The 2008-13 plan is in Appendix 2. UMFK is in the process of developing a strategic plan for 2014-19.

Action plans are proposed at division meetings and approved by the Vice President of Academic Affairs (VPAA). Examples of plans are contained in Appendix 2.

An annual report of student learning outcomes and operational outcomes is made to the VPAA and to IACBE.

2.) The issue that remains to be addressed is: “How should our Information Technology program be structured?”. Additionally, the age of current faculty members dictates that succession planning should be undertaken.

3.) Discussions about staffing and future needs for growth are ongoing with the President.

Copies of UMFK Strategic Plan is contained in Appendix 2. Example of division documents concerning strategic planning and action plans are contained in Appendix 2.

Principle 3: Curriculum

3.1 Curriculum Design:

BS Business Management has nine concentrations; the program consists of a business core of 31 credits with a concentration of between 24 and 30 credits and an internship of between 8 and 12 credits in the area of concentration. Also required are between 35 and 48 credits in general education and a total of 128 credits. All bachelor's degrees also require a minimum of 45 credits of upper level courses. (Details are in the UMFK catalog on pages 122 to 126.)

Business Core

Course:	credits:
BUS 100 Accounting 1	3
BUS 101 Accounting 2	3
BUS 211 Principles of Business Management	3
BUS 222 Marketing	3
BUS 234 Financial Analysis and Planning	3
BUS 336 Business Law 1	3
ECO 100 Macroeconomics	3
ECO 101 Microeconomics	3
ELC 200 E-Commerce	3
BUS 411 Business Policy and Strategic Planning	3 (capstone course)
BUS 411 L Student Electronic Portfolio	1 (portfolio completion)
Internship in area of concentration	<u>8 - 12</u>
Subtotal	39 - 43

Required Support Courses: (included in the general education requirements)

BUS 219 Business and Professional Speaking	3
BUS 260 Business Ethics	3
COS 103 Introduction to Information Technology	4
MAT 280 Finite Mathematics 2: Linear Systems, Models and Mathematics of Finance	3
MAT 351 Statistics 1	<u>3</u>
Subtotal	16

And a concentration of 24 to 30 credits.

Concentrations:

Accounting

BUS 302 Intermediate Accounting 1	3
BUS 303 Intermediate Accounting 2	3
BUS 304 Federal Taxation 1	3
BUS 305 Federal Taxation 2	3
BUS 308 Managerial Accounting	3

BUS 314 Auditing and Forensic Accounting	3
BUS 343 Human Resources Management	3
BUS 409 Investment Management	<u>3</u>
Subtotal	24

Finance

BUS 207 Principles of Insurance	3
BUS 300 Principles of Corporate Finance 1	3
BUS 301 Principles of Corporate Finance 2	3
BUS 304 Federal Taxation 1	3
BUS 305 Federal Taxation 2	3
ECO 320 International Trade	3
BUS 343 Human Resources Management	3
BUS 409 Investment Management	<u>3</u>
Or BUS 410 Technical Analysis	
Subtotal	24

Financial Services

BUS 207 Principles of Insurance	3
BUS 300 Principles of Corporate Finance 1	3
BUS 304 Federal Taxation 1	3
BUS 327 Salesmanship	3
BUS 341 Business Negotiations	3
BUS 343 Human Resources Management	3
BUS 409 Investment Management	3
BUS 337 Business Law 2	<u>3</u>
Or BUS 410 Technical Trading	
Subtotal	24

E-Business

BUS 300 Principles of Corporate Finance 1	3
BUS 332 Small Business Management	3
BUS 343 Human Resources Management	3
BUS 348 Project Management	3
BUS 409 Investment Management	3
ELC 310 E-Marketing	3
COS 125 Web Site Design	3
COS 206 Information Security	<u>3</u>
Subtotal	24

Human Resources Management

BUS 207 Principles of Insurance	3
BUS 300 Principles of Finance 1	3
Or BUS 308 Managerial Accounting	
BUS 337 Business Law 2	3
BUS 341 Business Negotiations	3
BUS 343 Human Resources Management	3
BUS 344 Organizational Behavior	3
BUS 430 Employee Compensation, Benefits and	

Retirement Programs	3
COS 206 Information Security	<u>3</u>
Subtotal	24

Entrepreneurship and Management

BUS 207 Principles of Insurance	3
BUS 300 Principles of Corporate Finance 1	3
BUS 304 Federal Taxation 1	3
BUS 308 Managerial Accounting	3
BUS 332 Small Business Management	3
BUS 343 Human Resources Management	3
BUS 348 Project Management	3
ECO 318 Managerial Economics	3
ELC 310 E-Marketing	3
COS 125 Web Site Design	<u>3</u>
Subtotal	30

Forest Management

AS in Applied Forest Technology	72
BUS 308 Managerial Accounting	3
BUS 343 Human Resources Management	<u>3</u>
Subtotal	78

Healthcare Administration

BUS 207 Principles of Insurance	3
BUS 343 Human Resources Management	3
HCA 308 Managerial Accounting	3
HCA 312 Grant Writing in Healthcare	3
HCA 321 Healthcare Finance	3
HLT 386 Healthcare Policy	3
HCA 401 Health Related Research	3
HLT 407 Leadership & Management in Healthcare	<u>3</u>
Subtotal	24

Sports Management and Representation

BUS 300 Principles of Corporate Finance 1	3
BUS 308 Managerial Accounting	3
BUS 337 Business Law 2	3
BUS 341 Business Negotiations	3
BUS 343 Human Resources Management	3
BUS 348 Project Management	3
BUS 430 Employee Compensation, Benefits And Retirement Programs	3
PHE 163 Principles of Coaching	3
PHE 341 Sports Management	<u>3</u>
Subtotal	27

BS Computer Applications in Business is described in the catalog between pages 126 to 129. It consists of a core of 27 credits of computer courses, 21 credits in business courses an internship

of from 3 to 12 credits in a business application, and 16 credits of required support courses like the BS in Business requirement.

Business Courses included in the program:

BUS 100 Accounting 1	3
BUS 101 Accounting 2	3
BUS 211 Principle of Business Management	3
ECO 100 Microeconomics	3
BUS 222 Marketing	3
BUS 234 Financial Analysis and Planning	3
BUS 336 Business Law 1	3
ELC 200 E-Commerce	3
BUS 219 Business and Professional Speaking	3
BUS 260 Business Ethics	3
BUS 397 Internship	<u>4 - 12</u>
Total	4 - 42

BS E-Commerce (This program is detailed in the 2012-13 catalog, and is reproduced in Appendix for Principle 3)

Program Requirements:

BUS 100 Accounting 1	3
BUS 211 Principles of Business Management	3
BUS 222 Marketing	3
Bus 300 Principles of Corporate Finance 1	3
Or BUS 308 Managerial accounting	
BUS 397 Internship	<u>8 - 12</u>

Computer Courses 28

ECO 101 Microeconomics	3
ELC 200 E-Commerce	3
ELC 310 E-Marketing	3
ELC 498 Senior Seminar	<u>3</u>
Total	60 – 64

Rural Public Safety Administration (catalog description pages 185 to 188)

Core Requirements

PSA 100 Public Safety Administration	3
BUS 211 Principles of Business Management	3
BUS 336 Business Law 1	3
PSA 122 GIS and GPS Applications	3
BUS 260 Business Ethics	3
BUS 313 Gov't & Not-for-Profit Accounting	3
PSA 315 Public Policy	3
BUS 343 Human Resources Management	3
PSA 397 Internship	8 – 12
Concentration	<u>30</u>
Subtotal	62-66

Required Support Courses

ECO 101 Microeconomics	3
Mat 351 Statistics 1	3
PSA 270 Disaster Management	<u>3</u>
Subtotal	9

Credit Distribution:

Program Credits	Program Credits / Total	Trad Bus Credits/ Program Credits
Business Mgmt		
Accounting	79/128 = 62%	69/79 = 87%
Finance	62%	87%
Financial Services	62%	87%
E-Business	62%	63/79 = 80%
Human Resources	62%	69/79 = 87%
Entrepreneurship	85/128 = 66%	66/85 = 78%
Healthcare Admin	79/128 = 62%	60/79 = 76%
Forest Management	91/128 = 71%	49/91 = 54%
Sports Management	82/128 = 64%	63/82 = 77%
Computer Apps/Bus	67/120 = 56%	34/67 = 51%
E-Commerce	60/120 = 50%	32/60 = 53%
Rural Public Safety	71/120 = 59%	38/71 = 54%

The Business Management Program, the Computer Applications in Business Program and the Rural Public Safety Administration Program are offered on campus and online. Most courses are offered as dual-delivery; that is, the student may attend traditional classes or may do the assignments online asynchronously. The same assignments, tests and discussions are offered via both modalities. Assessments and grades are the same. The online and traditional sections share the same blackboard site. Traditional students may use online material for supplementary instruction, and online students may attend class if that is feasible for them.

Technology services are identical for both modalities; there is even an online orientation for students who cannot be on campus.

The E-Commerce Program has never been offered online, but that may be a possibility if the program is restructured and resurrected.

Our courses are offered in 15 week semesters, with 3 hours of scheduled class per week. Lectures are taped for online airing. The online courses have to do identical work including assignments and tests. Therefore the contact time is assumed to be equal.

Our associate's degrees require 60 credits, 26 credits of which is general education and a minimum of 18 credits is required coursework.

Our bachelor's degrees all require at least 120 credits including at least 45 upper level credits. The BS in Business Management degree requires 128 since it includes at least 8 credits of internship.

3.2 Common Professional Components: (Basic Business Knowledge and Skills)

The Common Professional Component (CPC) topical areas, as outlined below, should be adequately covered within the content of business degree programs.

- A) Accounting
- B) Marketing
- C) Finance
- D) Management
 - a. Management principles
 - b. Organizational behavior
 - c. Human resources management
 - d. Operations management
- E) Economic/Social/Legal Environment
 - a. Legal environment of business
 - b. Economics
 - c. Business ethics
- F) Business Tools
 - a. Information systems
 - b. Quantitative methods/statistics
- G) International/Global Dimensions of Business
- H) Integrative Experience, such as:
 - a. Business policy/ strategy
 - b. Required internship
 - c. Capstone experience

In the management programs at UMFK, the Common Professional Component (CPC) is satisfied in three requirements: a program core, required support courses, and a required concentration. For the Bachelor of Science in Business Management Program, students must complete 31 credits of required core courses, 24 to 30 credits within one of nine concentrations, 16 credits of required support courses, and 8 to 12 credits of an internship within their area of concentration. There are analogous requirements for the business-related programs. The following table contains a summary of CPC topical areas covered in the requirements of the Professional Management Program.

Abbreviated course syllabi for each course listed in the following table are contained in Appendix for Principle 3.

IACBE Table 1: Summary of Common Professional Component (CPC) Activity

														STRAT& CAPSTN	Total
CPC	ACCT	MKT	FIN	MGMNT	Org Beh	HRM	Ops Mgmt	LAW	ECON	ETH	Info Sys	QUANT	GLOBAL		
Area	A	B	C	D1	D2	D3	D4	E1	E2	E3	F1	F2	G	H	
Business Core															
Bus 100	45	1	2	5			3	3	1	2	1	1			64
Bus 101	45		2	10			5	1	1	2		3			69
Eco 100	1		2						45			6			54
Eco 101		1	2	3				2	45	1		4			58
Bus 211	5	5	2	45	5	2		1	1	6		1	1		74
Bus 222		45	3	5			2	3	5	3			5		71
Bus234	6		45				6	6	3	6			3	3	78
Bus 336				6		6		45	3	6				6	72
Elc 200		6					6	3	3	3	20		8		49
Bus 219		6		6	15	3	3		3	6			6		48
Cos 103											60	15			75
Mat 280			15				6				15	45		3	84
Mat351							6				15	45		3	69
Bus 260		6	6	12		12	12	3	6	45			6	3	111
Bus 397														200	200
Bus 411	12	9	12	28	12	3	8	8	14	12	8		4		130
Subtotal	114	79	91	120	32	26	57	75	130	92	119	120	33	218	1306
SPECIALTIES															
Accounting															
Bus 302	30			12				10		10	10	15			77
Bus 303	30			12				10		10	10	15			77
Bus 304	21	18	18					21			21				78
Bus 305	18		18	12			18	12			12				78
Bus 308	45	1	1	40	1		10	1	5	1	7				105

IACBE Table 1: Summary of Common Professional Component (CPC) Activity

														STRAT& CAPSTN	Total
CPC	ACCT	MKT	FIN	MGMNT	Org Beh	HRM	Ops Mgmt	LAW	ECON	ETH	Info Sys	QUANT	GLOBAL		
Area	A	B	C	D1	D2	D3	D4	E1	E2	E3	F1	F2	G	H	
Bus 409	10	1	45	5				2	1	2	5			6	72
Bus 314	21			18				12		12	24			9	72
Bus 343				6	6	45		21	6		21		3	3	90
Subtotal	175	20	82	93	7	45	28	89	6	15	110	30	3	9	649
Total	289	99	173	213	39	71	85	164	136	107	229	150	36	227	1955
E-Bus															
Bus 300	5		45	5				2	5			10			72
Bus 409	10	1	45	5				2	1	2				6	72
Bus 343				6	6	45		21	6				3	3	90
Bus 332	5	7	5	45	3	3	3	3	3	2	1		2		82
Cos 125										3	45		3		51
Cos 206						6		6		6	45				63
Elc 310		35		5			3		8		11				62
Elc 347				18	20		15	11			3				67
Subtotal	20	43	95	79	29	54	18	45	23	13	105	10	8	9	559
Total	134	122	186	199	61	55	75	120	153	105	224	130	41	227	1865
Corporate Finance															
Bus 207			3	15		20	6	6	6	3		6		2	67
Bus 300	5		45	5				2	5			10			72
Bus 301	10		45	10				3	5			10			83
Bus 304	21	18	18					21							78
Bus 305	18	18	12				18	12							78
Bus 343				6	6	45		21	6				3	3	90
Eco 320				5					45			15	30		95
Bus 409	10	1	45	5				2	1	2				6	72

IACBE Table 1: Summary of Common Professional Component (CPC) Activity

														STRAT& CAPSTN	Total
CPC	ACCT	MKT	FIN	MGMNT	Org Beh	HRM	Ops Mgmt	LAW	ECON	ETH	Info Sys	QUANT	GLOBAL		
Area	A	B	C	D1	D2	D3	D4	E1	E2	E3	F1	F2	G	H	
Subtotal	64	37	168	46	6	65	24	67	68	5	0	41	33	11	635
Total	178	116	259	166	38	91	81	142	198	97	119	161	66	229	1941
Financial Services															
Bus 207			3	15		20	6	6	6	3		6		2	67
Bus 327		45		15				12						3	75
Bus 337				6		3		45		6					60
Bus 343				6	6	45		21	6				3	3	90
Bus 341	3			6	3	45			3				3	6	69
Bus 300	5		45	5				2	5			10			72
Bus 304	21	18	18					21							78
Bus 409	10	1	45	5				2	1	2				6	72
Subtotal	39	64	111	58	9	113	6	109	12	11	0	16	6	20	583
Total	153	143	202	178	41	139	63	184	142	103	119	136	39	238	1889
Human Resources															
Bus 207			3	15		20	6	6	6	3		6		2	67
Bus 337				6		3		45		6					60
Bus 341	3			6	3	45			3				3	6	69
Bus 343				6	6	45		21	6				3	3	90
Bus 344				6	45	15				6			3	6	81
Bus 430				6	3	45		6	3	6		6	6	6	87
Cos 206						6		6		6	45				63
Bus 300	5		45	5				2	5			10			72
Subtotal	8	0	48	50	57	179	6	86	14	27	45	22	15	23	589
Total	122	79	139	170	89	205	63	161	144	119	164	142	48	241	1895
Entrepreneurship															

IACBE Table 1: Summary of Common Professional Component (CPC) Activity

														STRAT& CAPSTN	Total
CPC	ACCT	MKT	FIN	MGMNT	Org Beh	HRM	Ops Mgmt	LAW	ECON	ETH	Info Sys	QUANT	GLOBAL		
Area	A	B	C	D1	D2	D3	D4	E1	E2	E3	F1	F2	G	H	
Bus 207			3	15		20	6	6	6	3		6		2	67
Bus 300	5		45	5				2	5			10			72
Bus 304	21		18	18				21							78
Bus 308	45	1	1	40	1		10	1	5	1					105
Bus 332	5	7	5	45	3	3	3	3	3	2	1		2		82
Bus 343				6	6	45		21	6				3	3	90
Bus 348	3	3	6	9	12	15	15	3		3	45	6			120
Elc 310		35		5			3		8		11				62
Eco 318	6	6		15	3		6	3	45	3		6	3	3	99
Cos 125										3	45		3		51
Subtotal	85	52	78	158	25	83	43	60	72	15	102	28	11	8	826
Total	199	131	169	278	57	109	100	135	202	107	221	148	44	226	2132
Forestry Management															
For 100											6	8			14
For 100											6	8			14
For 132						0.5	0.5								1
For 226		2					2	2							6
For 242											10	30			40
For 208		6						10.5							16.5
For 290						1	1	3	2	2		40			49
For 131											27	27			54
Geo 103											24	24			48
Bio 309															0
For 203								4			10	34			48
For 291		4						3		1	4	44			56

IACBE Table 1: Summary of Common Professional Component (CPC) Activity

														STRAT& CAPSTN	Total
CPC	ACCT	MKT	FIN	MGMNT	Org Beh	HRM	Ops Mgmt	LAW	ECON	ETH	Info Sys	QUANT	GLOBAL		
Area	A	B	C	D1	D2	D3	D4	E1	E2	E3	F1	F2	G	H	
For 327						9				3					12
For 332		1				1	1	4	2	3	40	68			120
For 260				3				6				3	3		15
For 360							2				2	6	2		12
Geo 280				3					1		60	60			124
Env 302				45		2				6			15		68
For 330		2		3	6			3		3			3		20
For 350	3	6	9	15	6		24	1	11	3	6	30	30		144
For 361		8				2		2			16	34	10		72
Bus 343				6	6	45		21	6				3	3	90
Bus 308	45	1	1	40	1		10	1	5	1					105
Subtotal	48	29	10	115	19	60.5	40.5	60.5	21	22	211	416	66	3	1128.5
Total	162	108	101	235	51	86.5	97.5	135.5	151	114	330	536	99	221	2434.5
Healthcare Administration															
Bus 207			3	15		20	6	6	6	3		6		2	67
Bus 343	9			6	6	45		21	6				3	3	90
HCA 308	45	1	1	40	1		10	1	5	1					105
HCA 312	3	3	6	8	2	5	9	3	0	2	0	3	2	11	57
HCA 413	0	0	0	0	3	0	0	10	0	30	5	1	5	7	61
HLT407	0	1	3	45	3	6	6	1	3	3	1	0	1	6	79
HLT386	0	2	6	2	3	2	4	2	2	2	2	0	6	3	36
HCA 401	0	0	0	0	1	0	0	1	0	3	8	36	0	5	54
HCA 321	15	8	12	12	8	5	8	3	6	5	7	7	0	6	102
HCA 413	0	0	0	0	3	0	0	10	0	30	5	1	5	7	61
Subtotal	72	15	31	128	30	83	43	58	22	79	28	54	22	50	712

IACBE Table 1: Summary of Common Professional Component (CPC) Activity

														STRAT& CAPSTN	Total
CPC	ACCT	MKT	FIN	MGMNT	Org Beh	HRM	Ops Mgmt	LAW	ECON	ETH	Info Sys	QUANT	GLOBAL		
Area	A	B	C	D1	D2	D3	D4	E1	E2	E3	F1	F2	G	H	
Total	186	94	122	248	62	109	100	133	152	171	147	174	55	268	2018
Sports Management & Representation															
Bus 300	5		45	5				2	5			10			72
Bus 308	45	1	1	40	1		10	1	5	1					105
Bus 327		45		15				12						3	75
Bus 341	3			6	3	45				3			3	6	69
Bus 343				6	6	45		21	6				3	3	90
Bus 348	3	3	6	9	12	15	15	3		3	45	6			120
Bus 430				6	3	45		6	3	6		6	6	6	87
Phe 163		1		10	6	4	15	3		10			3	12	64
Phe 341	3	9	3	30	12	12	6	6	3	12			6	12	114
Subtotal	59	59	55	127	43	166	46	54	22	35	45	22	21	42	796
Total	173	138	146	247	75	192	103	129	152	127	164	142	54	260	2102
E_Commerce *															
Bus 100	45	1	2	5			3	3	1	2	1	1			64
Eco 101		1	2	3				2	45	1		4			58
Bus 211	5	5	2	45	5	2		1	1	6		1	1		74
Bus 222	1	45		10	1		3	1	1	1		2			65
Bus 411	12	9	12	28	12	3	8	8	14	12	8		4		130
Bus 260		6	6	12		12	12	3	6	45			6	3	111
Bus 300	5		45	5				2	5		10				72
Elc 200		6		6				3	3	3	20		8		49
Elc 310		25						3	3	3	20	3			57
Elc 347				18	20		15	11			3				67
Elc 397														120	120

IACBE Table 1: Summary of Common Professional Component (CPC) Activity

														STRAT& CAPSTN	Total
CPC	ACCT	MKT	FIN	MGMNT	Org Beh	HRM	Ops Mgmt	LAW	ECON	ETH	Info Sys	QUANT	GLOBAL		
Area	A	B	C	D1	D2	D3	D4	E1	E2	E3	F1	F2	G	H	
Cos 111											60	6			66
Cos 125										3	45		3		51
Cos 260											60	6			66
Cos 338		6		12	6		6				60	12			102
Cos 346				6	6		6				60	6			84
Cos 381		12		12	6		12				45	6			93
Cos 420		6		12	6		6				45	6			81
Bus 219		6		6	15	3	3		3	6			6		48
Mat 280			15				6				15	45		3	84
Mat 351							6				15	45		3	69
Cos 103											60	15			75
Total	68	128	84	180	77	20	86	37	82	82	527	158	28	129	1686
Computer Applications in Business															
Bus 100	45	1	2	5			3	3	1	2	1	1			64
Bus 101	45		2	10			5	1	1	2		3			69
Eco 100	1		2						45			6			54
Elc 200		3	3	1	1		1	3		3	45	3			63
Bus 211	5	5	2	45	5	2		1	1	6		1	1		74
Bus 222		45	3	5			2	3	5	3			5		71
Bus 234	6		45				6	6	3	6			3	3	78
Bus 336				6		6		45	3	6				6	72
Bus 343				6	6	45		21	6				3	3	90
Cos 111											60	6			66
Cos 260											60	6			66
Cos 312		6		6			3				45	6			66

IACBE Table 1: Summary of Common Professional Component (CPC) Activity

														STRAT& CAPSTN	Total
CPC	ACCT	MKT	FIN	MGMNT	Org Beh	HRM	Ops Mgmt	LAW	ECON	ETH	Info Sys	QUANT	GLOBAL		
Area	A	B	C	D1	D2	D3	D4	E1	E2	E3	F1	F2	G	H	
Cos 333		6		15	3		6				45	3			78
Cos 346				6	6		6				60	6			84
Cos 360				6		6					45	6			63
Cos 397														120	120
Cos elect											45				45
Bus 260		6	6	12		12	12	3	6	45			6	3	111
Bus 219		6		6	15	3	3		3	6			6		48
Mat 280			15				6				15	45		3	84
Mat 351							6				15	45		3	69
Total	102	78	80	129	36	62	59	86	74	73	436	137	24	141	1535
Public Safety Administration															
Psa 100	3	3		45	12	6	9	15			3				96
Psa 122										1	48	48			97
Psa 221*		6	6	12		12	12	3	6	45			6	3	111
Psa 300	5		45	5				2	5			10			72
Psa 310				45	12	12	9	9	6	12	6		6		117
Psa 315		6	6	30	12	12	6	15	6	12	6		6		117
Psa 397														200	200
Bus 211	5	5	2	45	5	2		1	1	6		1	1		74
Bus 343				6	6	45		21	6				3	3	90
Bus 336				6		6		45	3	6				6	72
Eco 101		1	2	3				2	45	1		4			58
Bus 219		6		6	15	3	3		3	6			6		48
Mat 280			15				6				15	45		3	84
Mat 351							6				15	45		3	69

IACBE Table 1: Summary of Common Professional Component (CPC) Activity															
														STRAT& CAPSTN	Total
CPC	ACCT	MKT	FIN	MGMNT	Org Beh	HRM	Ops Mgmt	LAW	ECON	ETH	Info Sys	QUANT	GLOBAL		
Area	A	B	C	D1	D2	D3	D4	E1	E2	E3	F1	F2	G	H	
Total	13	27	76	203	62	98	51	113	81	83	93	153	28	218	1305

3.3 General Education: (General Knowledge and Skills)

For complete details of General Education Program see UMFK Catalog, pages 103 – 109 in Appendix for Principle 3.

The General Education Program at UMFK was completely restructured during 2012-13. The resulting program consists of three parts: Critical Skills, Liberal Arts and Sciences, and Five Essential Competencies.

Critical Skills include communication, quantitative reasoning, and information proficiency. Students are required to take 19 to 20 credits of course work.

Liberal Arts and Sciences include arts and humanities, natural sciences, and behavioral/social sciences. Students are required to take 16 credits of course work.

Five Essential Competencies include non-English language, information proficiency, responsible citizenship, global awareness, and critical thinking. In addition to relevant courses, these competencies may be demonstrated by other methods. If a student were to take courses to develop these proficiencies, the number of credits would be expected to be 13 to 19.

Note: Freshmen and transfers with less than thirty earned credits are required to take a 3-credit first-year-experience course, HUM 102.

Therefore, it is possible for a student to complete the General Education Program requirements with as few as 35 credits and as many as 54. The typical business student is expected to require 51 credits.

Table 2: Undergraduate General Education Requirements			
Program	General Education	Total Credits	Total/Gen Ed
Business Management			
(all concentrations)	51	128	40%
Computer Apps / Bus	51	120	42%
E-Commerce	51	120	42%
Rural Public Safety	51	120	42%

(Table 6)

Remediation for basic skills is available through the Learning Center. Details of the Learning Center and the Student Success Program are included in Appendix for Principle 3.

3.4 Breadth and Depth of Curriculum:

Table 3: Distribution of Credits

CREDIT HOURS	BUSINESS AND BUSINESS-RELATED CREDIT HOURS						CREDIT HOURS REQUIRED FOR GRADUATION	PERCENTAGE OF CREDIT HOURS REQUIRED FOR GRADUATION DEDICATED TO BUSINESS AND BUSINESS-RELATED COURSES	
	COMMON CORE REQUIREMENTS		REQUIREMENTS BEYOND THE CORE		BUSINESS AND BUSINESS-RELATED ELECVIVES				TOTAL BUSINESS & BUSINESS-RELATED CREDIT HOURS
	Hours	Pct.	Hours	Pct.	Hours	Pct.			
PROGRAM	Hours	Pct.	Hours	Pct.	Hours	Pct.			
Bachelor of Science in Business Management with Concentrations in:									
Accounting	39	30%	24	19%	16	13%	79	128	62%
Finance	39	30%	24	19%	16	13%	79	128	62%
Financial Services	39	30%	24	19%	16	13%	79	128	62%
E-Business	39	30%	24	19%	16	13%	79	128	62%
HR Management	39	30%	24	19%	16	13%	79	128	62%
Entrepreneurship	39	30%	30	23%	16	13%	85	128	66%
Forest Management	39	30%	36	28%	16	13%	91	128	71%
Healthcare	39	30%	24	19%	16	13%	79	128	62%
Sports Management	39	30%	27	21%	16	13%	82	128	64%
Bachelor of Science in Computer Applications	34	28%	33	28%	0	0	67	120	56%
Bachelor of Science in E-Commerce	32	27%	28	23%	0	0	60	120	50%
Bachelor of Science in Public Safety	29	24%	33	28%	9	8%	71	120	59%

CREDIT HOURS REQUIRED IN UPPER LEVEL COURSES		
PROGRAM	Hours	Percentage
Accounting	42 - 46	33 - 36
Finance	39 - 43	30 - 34
Financial Services	39 - 43	30 - 34
E-Business	36 - 40	28 - 31
HR Management	36 - 40	28 - 31
Entrepreneurship	45 - 49	35 - 38
Forest Management	48 - 52	38 - 41
Healthcare	39 - 43	30 - 34
Sports Management	42 - 46	33 - 36
Computer Applications	22	18
E-Commerce	34 - 38	28 - 32
Public Safety	36	30

3.5 Curriculum Review and Improvement

The Professional Management Division consists of six full-time faculty, two regular part-time faculty, one half-time administrative assistant, and approximately a dozen long-serving adjunct faculty. In addition, we have the services of six full-time faculty members from other divisions who teach in non-business related disciplines. These latter teach courses from their disciplines to fill specialty curricular needs in the Professional Management Program.

All of these people are involved, to a greater or lesser extent, with the program curriculum. All details of the curriculum from individual course syllabi to program content and structure are under continual review by the Professional Management Division as a whole. All outcomes assessment results are reviewed by the division as a whole and by the Professional Management Advisory Board. Decisions are made by the division after input from the stakeholders. Proposed changes then follow the governance procedures as outlined in the UMFK Faculty Handbook (pp 66).

The UMFK General Education Program was completely revised during 2012-13, and is included in the catalog on pages 103 to 109 and pages 194 to 198. The process of revision lasted over three years and included every member of the faculty. Members of the Professional Management Division were involved in leadership roles in the process.

3.6 Master's Degree Curriculum *(Not Applicable)*

3.7 Doctoral Curriculum *(Not Applicable)*

3.8 Summary Evaluation of Curriculum

The process of curricular review and change seems fairly robust and effective. However, changes are underway to improve the assessment process which is less robust.

In the assessment of student learning outcomes and program outcomes, we have eight measures, four direct and four indirect.

Direct: Comprehensive Test, Capstone Course, Internship Evaluation, and Student Portfolio.

Indirect: GPA for program courses, overall GPA, Graduate Exit Survey, and Alumni Survey.

The comprehensive exam was the ETS Comprehensive Test in Business, and that was lacking in detail for interpretation due to small number of students involved. Three years ago, that was changed to Peregrine Academic Services' Comprehensive Test in Business. The results greatly enhanced our ability to interpret results, and to improve our program.

The capstone course BUS 411 Business Policy and Strategic Planning has evolved from a team-project-based course to a team-case-study-analysis-based course. This has resulted in students

having a broader and deeper analytical experience, and to enhanced learning and assessment results.

The internship evaluation instrument has remained constant, but the placement of students and design of the specific internships has changed with the selection of a new internship coordinator, John Pelletier, three years ago. This position has also been standardized as a regular part-time position, rather than an adjunct position as it was initially created. The result has been a better internship experience for the students, and greater involvement of the business community in our program.

The student portfolio has been extremely challenging over the years. The newly revised General Education Program is based on evidence of student learning outcomes being collected in an electronic portfolio by every newly matriculated student as of September 1, 2013. A description of this process is detailed in Appendix for Principle 3.

The Professional Management Division approved a new one-credit course BUS 411 L Student Electronic Portfolio as a graduation requirement in the 2013-14 catalog. The responsibility for this course is a duty of the Coordinator of Internships, since that person works closely with students as they near completion of their programs. This ensures completion of the requirement by every graduating student and provides a broad record of student achievement that has been lacking hereto.

Among the indirect measures, both GPA measurements have not changed, and are a robust part of the assessment program. The surveys have not changed, but the completion rate of the surveys has been problematic and is being addressed.

An effort is being made in programs across UMFK to increase the response rate of their students. The Professional Management Division has mandated completion of the exit survey as a graduation requirement. Other divisions are watching to see if the policy should be institution-wide. The Professional Management Program has included completion of the Graduate Exit Survey as a requirement in BUS 411 L which is a graduation requirement. This should eliminate the challenge of a low response rate for our graduates.

The Alumni Survey response rate is still very weak and is currently under study by the Council for Institutional Evaluation and Assessment for future recommended action.

Principle 4: Faculty

4.1 Faculty Qualifications

In the Professional Management Program, all faculty members teaching program courses, both full-time and part-time, are doctorally-qualified or professionally-qualified. A list of the faculty can be found in the UMFK catalog, pages 331 to 341. The catalog is contained in Appendix for Principle 4. Current vitae for all faculty members in the Professional Management Division are contained in the Appendix for Principle 4; vitae are provided for all faculty including faculty

members from other disciplines providing support courses, adjuncts and staff, including instructors who only teach general education courses. However, credential analyses are provided for only the full-time faculty members in the Professional Management Program. Qualifications of faculty, listed with regard to specific course responsibility, and programmatic responsibility, are also provided.

Table 4: Faculty Qualifications

FACULTY MEMBERS	YEAR OF HIRE	HIGHEST DEGREE		PROFESSIONAL CERTIFICATION	ASSIGNED TEACHING DISCIPLINES	PROGRAM LEVEL	LEVEL OF QUALIFICATION	TENURE
		TYPE	DISCIPLINE					
FULL-TIME FACULTY								
Raymond Albert	1987	PhD	Comp	Info Assurance	Info Tech	Undergrad	Doctoral	Yes
Thomas Enerva	2005	JD	Law		Law	Undergrad	Doctoral	Yes
Anthony Gauvin	2001	MS	Comp	Info Assurance	E-Comm	Undergrad	Professional	Yes
		MBA	Mgmt		Strat Plan	Undergrad		
Bradley Ritz	1982	MS	Econ		Econ, Ethics	Undergrad	Professional	Yes
Roger Roy	1993	PhD	Hum Res		Hum Res	Undergrad	Doctoral	Yes
Leo Trudel	2005	MBA	Mgmt		Mkt	Undergrad	Professional	No
		ABD	Finance	SEC cert	Acct & Fin	Undergrad	Professional	No

OTHER FACULTY:

Full-Time in Faculty in Support Disciplines:

William Ashby	2006	MS	Sports Mgmt.		Sports Mngmt	Undergrad	Professional	No
Jeffrey Dubis	1999	MS	Forestry		Forestry	Undergrad	Professional	No
Steven Hansen	2007	PhD	Zoology		Wildlife Mgmt	Undergrad	Doctoral	Yes
David Hobbins	1986	MS	Plant Pathology	LF	Forestry	Undergrad	Professional	Yes
Krishna Kaphle	2012	PhD	Mathematics		Mathematics		Doctoral	No
Jenny Radsma	1997	PhD	Nursing	RN	Healthcare	Undergrad	Doctoral	Yes
Tanya Sleeper	2008	PhD	Public Policy and Administration	GNP-BC	Healthcare	Undergrad	Doctoral	No
Erin Soucy	1999	PhD	Nursing	RN	Healthcare	Undergrad	Doctoral	No
Joseph Zubrick	2003	MFA	Theater		Oral Communic.	Undergrad	Professional	Yes

Adjunct Faculty in Business courses:								
J. Darrell Ouellette	1985	BS	Social Science & Teachers Certificate		Public Admin.	Undergrad	Professional	No
Sherry Parshley	2011	PhD	Finance	CPA	Accounting	Undergrad	Doctoral	No
John Pelletier		MS	Business		Management	Undergrad	Professional	No
Lee Theriault		MS	Accounting	CPA	Accounting	Undergrad	Professional	No
Other Adjuncts, in supporting disciplines:								
Michael Bressett	2004	MS	Criminal Justice		Criminal Justice	Undergrad	Professional	No
Thomas Goetz	1999	MS	Aeronautical Engineering		Applied Math.	Undergrad	Professional	No
Lena Michaud	1993	MS	Literary and Info Science	Certificate of Advanced Study in Adult Learning	Information Technology	Undergrad	Professional	No
Krissy Morgan	2006	MS	Forensic Science		Forensic Science	Undergrad	Professional	No
Robert Plourde	1995	JD	Law		Criminal Justice	Undergrad	Professional	No
Mark Rosenbaum	2019	Ph.D	Computer Scien.	ABD	Computer App	Undergrad	Doctoral	No
Dawn Susee	1995	Ph.D	Computer Educa.	ABD	Computer App	Undergrad	Doctoral	No
Adjuncts teaching support courses and general education for related associates degree courses:								
Mitchell Daigle	2009	BS	Computer Applications		Intro IT	Undergrad	Professional	No
Lisa Lavoie		MA	Liberal Studies		Intro IT (University Staff member)	Undergrad	Professional	No
Darren Woods	2011	Student in BS in Public Safety Admin.	Public Safety Admin.		Disaster Mgmt. and First Aid	Undergrad	Professional	No

Table 5: Teaching Load and Student Credit Hours Generated in Business & Related Courses, 2012-13

FACULTY MEMBERS	FALL SEMESTER			SPRING SEMESTER			TOTAL:	
	Credits	Sections	Preps	Credits	Sections	Preps	Credits	Qualification
FULL-TIME FACULTY								
R. Albert	113	3	3	153	3	3	266	Doc
T. Enerva	233	4	4	250	4	4	483	Doc
A. Gauvin	on leave	--	--	132	3	3	132	Prof
R. Ritz	204	4	4	207	4	4	411	Prof
R. Roy	177	2	2	216	2	2	393	Doc
L. Trudel	297	4	4	276	4	4	555	Prof
Subtotal:	1,006			1,234			2,240	
OTHERS:								
W. Ashby	63	1	1	54	1	1	117	Prof
D. Hobbins	75	1	1	none	--	--	75	Prof
S. Parshley	21	1	1	21	1	1	42	Doc
J. Pelletier	229	2	2	131	2	2	360	Prof
J. Zubrick	117	1	1	93	1	1	210	Prof
Subtotal:	505			299			804	
TOTAL:	1,511			1,533			3,044	

Faculty Coverage

Student Credit Hours Taught During Self-Study Year	Fall 2012		Spring 2013		TOTAL	
	Doc:	544	36%	640	41.7%	1,184
Prof:	947	58.3%	893	58.3%	1,860	61.1%
TOTAL:	1,511	100%	1,533	100%	3,044	100%

Discipline Taught:

Accounting: Sherry Parshley, Leo Trudel and Lee Theriault
 Finance: Leo Trudel and Sherry Parshley
 Management: Roger Roy, Leo Trudel, John Pelletier and Anthony Gauvin
 Human Resources Management: Roger Roy and Thomas Enerva
 Marketing: Leo Trudel and Anthony Gauvin

Organizational Behavior:	Roger Roy
Operations:	Anthony Gauvin
Strategic Planning:	Anthony Gauvin, John Pelletier and Leo Trudel
Economics:	Bradley Ritz
Ethics:	Bradley Ritz and Leo Trudel
Law:	Thomas Enerva and Robert Plourde
Quantitative Analysis:	Roger Roy, Krishna Kaphle and Thomas Goetz
Information Systems:	Raymond Albert, Dawn Susee and Mark Rosenbaum

All business and business-related courses are taught by faculty who have a doctorate or are professionally qualified.

Program Syllabus Responsibility and Instructor Qualification		
Course	Person	Qualification Level
BUS 100	Leo L. Trudel	Prof
BUS 101	Leo L. Trudel	Prof
BUS 207	Roger A. Roy	Doc
BUS 211	John B. Pelletier	Prof
BUS 219	Joseph Zubrick	Prof (terminal degree MFA)
BUS 222	Anthony Gauvin	Prof
BUS 234	Leo L. Trudel	Prof
BUS 260	Bradley G. Ritz	Prof
BUS 300	Leo L. Trudel	Prof
BUS 301	Leo L. Trudel	Prof
BUS 302	Sherry J. Parshley	Doc
BUS 303	Sherry J. Parshley	Doc
BUS 304	Sherry J. Parshley	Doc
BUS 305	Sherry J. Parshley	Doc
BUS 308	Leo L. Trudel	Prof
BUS 313/PSA 300	Thomas A. Enerva	Doc
BUS 314	Sherry J. Parshley	Doc
BUS 316/ELC 310	Anthony Gauvin	Prof
BUS 327	Leo L. Trudel	Prof
BUS 332	Leo L. Trudel	Prof
BUS 336	Thomas A. Enerva	Doc
BUS 337	Thomas A. Enerva	Doc
BUS 341	Roger A. Roy	Doc
BUS 343	Roger A. Roy	Doc
BUS 344	Roger A. Roy	Doc

BUS 348/PSA 347 (etc)	Anthony Gauvin	Prof
BUS 397	John B. Pelletier	Prof
BUS 409	Leo L. Trudel	Prof
BUS 410	Leo L. Trudel	Prof
BUS 411	Anthony Gauvin	Prof
BUS 412	Leo L. Trudel	Prof
BUS 430	Roger A. Roy	Doc
ELC 200	Anthony Gauvin	Prof
ECO all	Bradley G. Ritz	Prof
CRJ all	Thomas A. Enerva	Doc
COS all	Raymond T. Albert	Doc
PSA all	Thomas A. Enerva	Doc
PHE 163	William E. Ashby	Prof
PHE 341	William E. Ashby	Prof
HCA 321	John B. Pelletier	Prof
HCA other (use cross-listed syllabi)	Erin Soucy	Doc

4.2 Faculty Load

UMFK policies with regard to faculty work assignments and load are covered by Board of Trustee Policies, union contract (AFUM contract is contained in Appendix 4), and campus policies as listed in the faculty handbook which is contained in Appendix 4.

Faculty members are required to teach twelve credits per term, fall and spring, and fulfill service and scholarship expectations. The courses taught are assigned by the division chair in accordance with policy and contract. A faculty member has great discretion in fulfilling the service and scholarship requirements. These are explained in the division policy which is contained in Appendix 4.

Additional duties may be compensated by either released time from teaching or overload pay. Granting released time and overloads are only done by the Vice President of Academic Affairs. Division chairs and program coordinators may recommend action, but the vice president is the decider. Compensation for additional duties is uniformly administered across the campus in accordance with the AFUM contract. Individual contracts are written for each case, and signed by the vice president, division chair and the individual. These contracts are contained in the faculty member's personnel file.

Part-time and adjunct teaching duties are regulated by the PATFA contract, which is a separate union covering just part-time and adjunct faculty. Similar to full-time faculty, part-time and adjunct faculty receive their contracts from the vice president and are recommended by a

program coordinator and division chair. Part-time faculty members are supervised and evaluated by the appropriate program coordinator and division chair.

The details of the described process can be seen in the AFUM contract: page15, article 11 Workload, page 16, article 13 Responsibilities of Department, Division or Other Appropriate Units and Chairpersons, and page 31, article 20 Salaries and Overload.

Faculty in Professional Management Division receiving released time in 2012-13:

Name:	Hours:	Reason:
Roger Roy	9	6-division chair, 3 union negotiator
Raymond Albert	6	program coordinator
Thomas Enerva	6	program coordinator
Anthony Gauvin	6	technology consultant

4.3 Program Coverage

Table 7: Program Coverage

PROGRAM	FACULTY MEMBER	QUALIFICATION LEVEL
BS Business Management		
Accounting (conc)	Sherry J. Parshley	Doctorally
	Leo L. Trudel	Professionally
	Jacob J. Theriault	Professionally
	Roger A. Roy	Doctorally
Corporate Finance (conc)	Roger A. Roy	Doctorally
	Leo L. Trudel	Professionally
	Jacob J. Theriault	Professionally
	Sherry J. Parshley	Doctorally
	Bradley G. Ritz	Professionally
Financial Services (conc)	Roger A. Roy	Doctorally
	Leo L. Trudel	Professionally
	Sherry J. Parshley	Doctorally
	Jacob J. Theriault	Professionally
	Thomas A. Enerva	Doctorally
E-Business (conc)	Anthony Gauvin	Professionally
	Raymond T. Albert	Doctorally
	Leo L. Trudel	Professionally
	Roger A. Roy	Doctorally
Human Resources (conc)	Roger A. Roy	Doctorally
	Leo L. Trudel	Professionally

	Raymond T. Albert	Doctorally
	Thomas A. Enerva	Doctorally
Entrepreneurship (conc)	Roger A. Roy	Doctorally
	Leo L. Trudel	Professionally
	Anthony Gauvin	Professionally
	Thomas A. Enerva	Doctorally
	William E. Ashby	Professionally
	Raymond T. Albert	Doctorally
	Sherry J. Parshley	Doctorally
	Jacob J. Theriault	Professionally
	Bradley G. Ritz	Professionally
Healthcare Admin. (conc)	Roger A. Roy	Doctorally
	Leo L. Trudel	Professionally
	Thomas A. Enerva	Doctorally
	John B. Pelletier	Professionally
	Tanya Sleeper	Professionally
	Jenny Radsma	Doctorally
	Erin Soucy	Doctorally
Forest Management (conc)	Roger A. Roy	Doctorally
	Leo L. Trudel	Professionally
	David L. Hobbins	Professionally
	Jeffrey J. Dubis	Professionally
Sports Management (conc)	Roger A. Roy	Doctorally
	Leo L. Trudel	Professionally
	Thomas A. Enerva	Doctorally
	Anthony Gauvin	Professionally
	William E. Ashby	Professionally
BS Computer Applications in Business	Raymond T. Albert	Doctorally
	Mark Rosenbaum	Doctorally
	Anthony Gauvin	Professionally
	Leo L. Trudel	Professionally
	Thomas A. Enerva	Doctorally
	John B. Pelletier	Professionally
	Bradley G. Ritz	Professionally
BS E-Commerce	Anthony Gauvin	Professionally
	Leo L. Trudel	Professionally
	Roger A. Roy	Doctorally
	Raymond T. Albert	Doctorally
	Mark Rosenbaum	Doctorally
BS Rural Public Safety Administration	Thomas A. Enerva	Doctorally
	J. Darrell Ouellette	Professionally

	Roger A. Roy	Doctorally
	David L. Hobbins	Professionally
	Robert Plourde	Doctorally

4.4 Faculty Evaluation

Faculty evaluation is governed by the negotiated contract between the University of Maine System (UMS) and Associated Faculties of the Universities of Maine (AFUM). The contract is provided in Appendix 4.

Article 10, Evaluations, which begins on page 12 of the contract, delineates the procedure for the evaluation criteria and includes a list of appropriate topics. The necessity of having student evaluations is included in the contract.

The process includes a mandatory peer review committee, and a chain of review including the academic hierarchy of the specific university. At UMFK, there is one peer review committee elected by the faculty as a whole, and each of the divisions. There are elected alternate representatives and a process for an individual being reviewed to replace one of the designated members of the peer review committee. This process is spelled out in detail in the Faculty Handbook, section 5, page 66 to 74.

The Professional Management Division has selected criteria for evaluation of its faculty members as follows:

The Peer Review Committee and the Administration should use the following criteria for decisions regarding promotion, tenure and contract renewal for Professional Management Division faculty members. Faculty members are expected to perform well in three areas: Teaching, Scholarship, and Service. Because of the teaching mission of UMFK, the area of teaching is the most important of the three, but a faculty member does not have to perform equally well in all three areas, and the member is free to focus more on one area than another based on such factors as personal interest and strengths, mission or program needs, institutional need, professional development opportunities, administrative responsibilities, etc.

Teaching:

The Professional Management Division faculty members assert that teaching is fundamental to UMFK.

Satisfactory teaching may include:

- A) Meeting classroom responsibilities (face-to-face and on-line).
- B) Mentoring, advising, and facilitating independent learning.
- C) Currency in the relevant discipline or disciplines.
- D) Frequent assessment with feedback concerning outcomes to students.

- E) Incorporation of appropriate teaching methodologies and technologies.
- F) Motivation of students to learn.

Faculty members are expected to prepare evidence of satisfactory performance in teaching.

Service:

The Professional Management Division faculty members assert that service includes service to the University, Community, and Profession. Service to the University includes both campus and system work. Service to the Community includes the use of one's professional expertise for local, regional, state, national, or global betterment. Service to the Profession includes work for betterment of teaching and education.

Faculty members in the Professional Management Division are expected to prepare evidence of satisfactory service.

Scholarship:

The Professional Management Division faculty members assert scholarship exists in different forms. Traditional scholarship which consists of the origin of research, publication, presentation, public service and quality education is recognized. In addition, work that supports the educational mission of UMFK or that creates original value in a professional area is recognized as scholarship. Traditional concepts of publication and presentation may not be applicable where the original work is performed in the private sector or under legal conditions of confidentiality. Faculty members in the Professional Management Division are expected to prepare evidence of satisfactory scholarship.

For tenure, faculty members are expected to provide evidence of satisfactory performance in all three areas, and for promotion to Associate Professor, stellar performance in at least one area. For promotion to Professor, stellar performance is expected in at least two areas.

At a regional university that does not have a research-extensive mission, teaching is primary; service and scholarship are necessary to the institution's mission, but secondary.

Stellar performance is performance at a level above satisfactory. Performing at a level above satisfactory means demonstrating accomplishments that are recognizable as significant in terms of objectively measured outcomes that are beyond what is generally expected in the appropriate academic unit. Accomplishments that enhance the mission of the institution are superior to accomplishments unrelated to institutional mission.

For example, attendance at academic conferences is generally expected. Presentation of a peer-reviewed paper at a recognized academic conference may be generally expected, but multiple presentations would clearly be above general expectations. A national conference would generally be more significant than a regional conference.

Another example would be publication of a book in one's discipline. That is clearly above general expectations. Membership on a local board could be generally expected, but membership on a national board, or state-wide board could be above general expectations.

The faculty member has the freedom to choose whether or not to perform above general expectations, and in what manner. But it is the faculty member's responsibility to objectively demonstrate evidence of that performance and its significance.

October, 2012

4.5 Faculty Development

1. Professional development of the faculty is a priority of the University. Funding of thirty thousand dollars per year has been earmarked for faculty development. Individual members apply for funding to a faculty committee. In the Faculty Handbook, section 5.9, on pages 78 to 80, the process is detailed.

Within the Professional Management Division, examples of funding follow:

In 2012-13, Raymond Albert received \$1,890.00 to participate in the International Conference on Security and Management.

Jeffrey Dubis received \$1210.00 to attend two forest management conferences.

Thomas Enerva received \$1,889.71 to attend two conferences on Emergency Management.

Anthony Gauvin received \$4,000.00 to participate in two conferences on Community Economic Development.

David Hobbins received \$3,786.00 to participate in three conferences covering Forestry and Global Information Systems.

This year, 2013-14, funding has been approved for Raymond Albert, Jeffrey Dubis, Thomas Enerva, Anthony Gauvin, David Hobbins, Jenny Radsma, and Erin Soucy.

I have included a listing of all the funded academic development in Appendix for Principle 4.

2. Summary of Results:

Professional Development Funds have been used to broaden programs in Healthcare Administration, Information Security, Emergency Management, Homeland Security, and Conservation Law Enforcement and Management. Additionally, Global Information Systems have been integrated more fully in our management programs.

4.6 Faculty Policies

UMFK policies for faculty are detailed in the Article 7, pages 4 to 8 of the AFUM contract, and the UMFK Faculty Handbook.

Faculty recruitment is in section 5.10, page 80 to 87, Faculty Search Policies and Procedures.

Faculty Development is in section 5.9, pages 78 and 79, Academic Development Committee.

Tenure and Promotion practices are in sections 6.2 pages 93 and 94, Board of Trustees Policy:

Procedures for Awarding Tenure, and section 6.3, pages 95 to 98, UMFK Criteria for Promotion and Tenure- General. Tenure and Promotion are governed by the AFUM Contract, Article 9, pages 10 and 11, Promotion and Tenure and Continuing Contract Procedures.

The Professional Management Division also has developed Criteria for Promotion and Tenure, which is detailed in Appendix 4.

Evaluation procedures and criteria for faculty are covered in section 5.6, pages 72 and 73, Peer Review Committee, in section 5.7, pages 73 to 75, Peer Review Procedures, and in section 6.6, pages 119 and 120, Faculty Merit Peer Review Procedure. Also governing faculty evaluations is the AFUM Contract, Article 10, Evaluations, pages 12 to 14.

Workload policies for faculty are covered in section 6, page 93. An individual faculty member's workload is detailed in his/her letter of appointment, and details of that workload are decided by the division chair in consultation with the faculty member. This process is governed by the AFUM Contract, Article 11, page 15, Workload.

Scholarship, service and professional activities are covered in section 8, pages 136 to 154, UMFK/UMS Policies. They are also governed by the AFUM Contract, in Articles 6 to 32, pages 3 to 41.

Termination and Leave policies are covered in section 6, pages 93 to 120, Faculty Personnel Policies. They are also governed by the AFUM Contract, Articles 7 and 16.

Article 7, pages 4 to 9, Appointment, Reappointment and Non-Reappointment, and Article 16, page 23, Termination, detail the procedure involved in departure of a faculty member.

These policies are detailed in the Faculty Handbook and the AFUM Contract. Both documents are provided to individuals when they are employed, and regularly referred to by both the Division Chair and AFUM representatives. Changes are promulgated by both the administration and the faculty union.

4.7 Summary Evaluation of Faculty

1.) The Professional Management Program focuses on excellence in business education by emphasizing teaching before service and scholarship, and by defining service and scholarship in pragmatic terms that the varied student needs in the management education area. The program has been structured around practical applications of management theory, and faculty are evaluated in light of that.

Recruiting PhD faculty in business and business-related fields is problematic, and UMFK recognizes that fact by hiring masters' level faculty and encouraging them to continue their education to reach the PhD level. At present, fifty percent of the full-time faculty members are doctorally prepared, and two are pursuing further graduate education. Although institutional funding is limited, there is a commitment to increasing funding for professional development and creating opportunities for continued graduate level study.

The structure of our Professional Development Program is problematic since the process is focused on the individual faculty member and his/her success in applying for faculty development funds.

There is no place in the process or allocation of faculty development funds for alignment of faculty interests with operational goals of a program or division. In an ideal world, there would be a natural convergence of individual and organizational goals, but that is not the case.

This need for faculty development will continue for the foreseeable future.

- 2.) No immediate changes are needed. However, the age of current faculty members dictates that succession planning should be undertaken.
- 3.) Discussions about staffing and future needs for growth are ongoing with the President.

Principle 5: Scholarly and Professional Activity

5.1 Faculty Scholarly and Professional Activities

Current vita for all faculty members in the Professional Management Division are contained in Appendix 5, as well as an analysis of the credentials of each full-time faculty member teaching in the Professional Management Program.

The following table summarizes the scholarship and professional activities of the six full-time faculty members in the Professional Management Program.

Table 8: Scholarly and Professional Activities of Full-Time Faculty

FACULTY MEMBER	HIGHEST DEGREE EARNED	PROFESSIONAL CERTIFICATION	TEACHING	SCHOLARLY AND PROFESSIONAL ACTIVITIES, PAST FIVE YEARS			
				SCHOLARSHIP OF:			PROFESSIONAL ACTIVITIES
				DISCOVERY	INTEGRATION	APPLICATION	
Albert, R. 2008-9	PhD and MS	CEH, Security +	a-1, e-1, j-6	none	none	d-7, f-1	f-1
2009-10			a-2, e-2, j-6, l-1, m-1	none	d-1	d-3, f-1, k-1 (grants)	b-2, f-1
2010-11			a-1, e-1, j-6, l-1	none	e-1	f-1, k-2 (grants)	b-2, f-1
2011-12			a-1, e-2, j-6, l-2	none	e-1	f-1, h-1, k-1	f-1

2012-13			a-1, e-2, j-6, l-2, m-1, n-1	none	e-1	(grants) f-1, h-1, k-5 (grants)	f-1
Enerva, A. 2008-9 2009-10 2010-11 2011-12 2012-13	JD		f-5, c-1 f-3 f-2 f-2 e-1, f-3	d-1, h-2 d-2, h-2 d-1 d-2 d-1	a-1 c-1 c-1, e-1	c-1 c-2	b-1, f-2 b-1, f-2 b-1, f-2 b-2f-2 b-1, f-2
Gauvin, A. 2008-9 2009-10 2010-11 2011-12 2012-13	MBA and MS		d-1 f-1, j-3, d-2 f-2, j-3, d-1 f-1, j-3, k-1, d-1 f-1, j-3, k-1, d-1	b-1,c-1,g-1 d-1 d-3	e-1 b-1, c-1, e-1 a-1, c-2, e-1 e-1	c-1 c-1 a-1, b-1, c-1, e-1	a-2, f-3 a-2, e-1, f-3 a-1, e-1, f-3 a-3, c-3, e-26, f-3 f-3, c-3, e-26, a-3
Ritz, B. 2008-9 2009-10 2010-11 2011-12 2012-13	MS		f-2, m-2 f-2, m-2 f-2, m-2 f-2, k-2 f-2, m-2	none none none none none	f-1 f-1	d-2 d-2 d-2 d-2 d-2	f-1, f-1 f-1 a-1, b-2, f-1 f-1
Roy, R. 2008-9 2009-10 2010-11 2011-12 2012-13	PhD		f-2, i-1, j-1, l-1 f-2, i-1, j-1, l-1 f-2 f-2, i-2, j-2, l-2 f-2, i-1, j-1, l-1	none none none none none	none none none none none	d-1, f-2, g-1 d-1, f-2, g-1 f-2, g-1 f-2, g-1 f-2, g-1	c-1, e-3 c-3, e-3 c-3, e-3 c-3, e-2 c-2, e-1
Trudel, L. 2008-9 2009-10 2010-11 2011-12 2012-13	MBA and ABD		f-2, g-1, l-1 f-2, j-1 f-2, l-1 f-2, i-1, l-1 f-2, i-1	d-1, h-1 none none none none	f-1 f-2 f-1 f-1 none	d-3, f-2, e-3 d-1, f-2, e-3 d-1, e-3 f-2, e-2 f-2, e-2	a-3, c-1, e-3 a-3, e-3 a-2, e-3 a-2, e-2 a-2, e-1

5.2 Summary Evaluation of Scholarly and Professional Activities

Of the six full-time faculty members in the Professional Management Program, three are doctorally prepared and three are professionally qualified. Two of the professionally qualified faculty members are pursuing graduate work that is aimed at a PhD. One of them is ABD in Finance, with an anticipated completion date of May 2014.

The program has two regular part-time faculty members who are both professionally qualified. They each bring over thirty years of executive experience to the program; one is a retired healthcare entrepreneur and executive; the other is a retired public safety executive. The public safety person retired from the Maine State Police as a lieutenant, with over thirty years experience as a detective, drug enforcement officer and supervisor. They bring valued experience to the public and private sides of our management program, and act as a form of executive-in-residence program.

The faculty activities are varied and numerous; three of our six faculty members are active entrepreneurs, and bring many years of experience that is current, relevant and directly applicable to our students.

Other than the fact that the program could always use additional funding, no changes are planned at this time.

Principle 6: Resources

6.1 Financial Resources: Budget Development and Amendment Processes

6.1.1.) The Chair of the Professional Management Division submits budget needs to the Vice President of Academic Affairs and to the Vice President of Administration, who then forward the requests to the President for ultimate approval.

Within the Professional Management Division, the results of the assessment of student outcomes are reviewed by the division faculty and with the Professional Management Advisory Board. After the Chair consults with Business Office Financial Staff, identified needs are then submitted by the Division Chair to the Vice President of Academic Affairs and then to the Vice President of Administration. After their approval, requests are forwarded to the President. A draft of the completed budget is also reviewed by the President's Cabinet, on which the Chair of the Professional Management Division holds a position. Budgetary decisions are made with the needs of each program considered and prioritized. This process also includes budgeting for human resources.

6.1.2.)

IACBE Table 9: Educational and General Expenditures

Item		Year Prior to Self-Study (Actual) FY 12	Self-Study Year (Actual) FY 13	Site Visit Year (Budgeted) FY 14
A	Total educational and general unrestricted expenditures for the institution	\$10,661,106	\$10,966,276	\$11,072,599
B	Total educational and general unrestricted expenditures for all academic instructional units of the institution	\$4,115,095	\$4,550,699	\$4,314,077
C	Total educational and general unrestricted expenditures for academic business unit	\$591,131	\$675,596	\$684,059
D	Percentage of academic expenditures allocated to the business unit (C divided by B)	14.4%	14.8%	15.9%
E	Total student credit hours for the institution	24,078	25,038	24,643
F	Total student credit hours for the academic business unit	5,825	6,791	N/A
G	Percentage of institutional credit hours taught by the academic business unit (F divided by E)	24.2%	27.1%	N/A

6.1.3.) Support Personnel

Administrative Assistant (part-time)

6.1.4.) Salary Ranges by Rank

Table 10: Salary Ranges by Rank

FACULTY RANK	Number of Full-time Faculty for this Rank	Salary Ranges by Rank		
		Lowest	Mean	Highest
Professor	3	70,008	71,902	88,667
Associate	2	62,220	58,990	55,760
Assistant	1	47,458	47,458	47,458
Instructor	0	N/A	N/A	N/A
Other	0	N/A	N/A	N/A

Excerpt from Agreement between University of Maine System and Associated Faculties of the Universities of Maine, MEA/NEA January 1, 2010 – June 30, 2011, pages 31 - 32

ARTICLE 20-SALARIES AND OVERLOAD

- A. Any unit member who is promoted within the collective bargaining unit shall be guaranteed an increase in base salary on the effective date of promotion. The minimum amount of the increase shall be computed based upon the employee's current salary at the effective date of promotion or the new rank minimum, whichever is greater.

Instructor to Assistant Professor	6.5%
Assistant Professor to Associate Professor	6.5%
Associate Professor to Full Professor	7.5%

- B. 1. Effective January 1, 2010 – June 30, 2011, Rank minima for unit members shall be as follows:

	academic appointment	fiscal year
Instructor	\$36,808	\$44,168
Assistant Professor	\$44,256	\$53,107
Associate Professor	\$50,462	\$60,555
Professor	\$59,591	\$71,506

- C 1. Effective January 1, 2010 – June 30, 2011, unit members in the rank of Lecturer shall receive salary increases based upon length of continuous full-time regular University service, as follows:

	academic appointment	fiscal year
six (6) years of service	\$1,235	\$1,586

ten (10) years of service	\$2,424	\$3,066
sixteen (16) years of service	\$3,613	\$4,537

The appropriate increase shall in the case of Lecturers with fiscal-year appointments, be added to base salary on July 1 of the year immediately following the completion of the prescribed years of service as specified above, and on September 1 in the case of Lecturers with academic-year appointments.

- D. Overload compensation rates for courses which commence with the Spring 2010 semester, shall be increased by 1.5% Such overload compensation rates (see Appendix C) are minimum rates.
- E. Each University shall conduct a study of faculty compensation addressing issues of equity and competitiveness.
Each University report shall be submitted to the parties by March 31, 2011. The results of these reviews shall serve to inform the parties in future negotiations.
- F. In order to prevent gender based salary inequities, or other unintended illegal discrimination, a unit member's salary shall be reviewed by the campus EEO/HR office at the time a promotional increase or individual salary increase is recommended. Each campus shall make available information regarding the possibility, if any, and the procedures and criteria by which any extraordinary salary adjustments are made.
- G. Post Tenure Compensation –
1. Any unit member having the rank of Professor with tenure, Associate Professor with tenure, Extension Professor with continuing contract, or Associate Extension Professor with continuing contract, or any Lecturer, Research Faculty, or Instructor with over six (6) years of continuous full-time regular service in the same department, division, or appropriate unit shall be eligible for consideration for the award of compensation at the time of his / her post tenure review.
 2. Normally, under normal circumstances approximately 25% of the tenured faculty at a given university shall be eligible in any given year. Faculty members who were not reviewed on their last scheduled date of post tenure review shall be scheduled for review in a four (4) year cycle commencing with their most recent tenure or promotion date.

Faculty who are on sabbatical or educational leave may elect to stand for review while on leave or may elect to be reviewed upon return from leave. Election to be reviewed upon return from leave does not alter the schedule for future reviews which shall continue to be based on the most recent tenure or promotion date. Election to be reviewed upon return from leave shall not result in any retroactive payment of the salary adjustment.
 3. Effective January 1, 2003, a joint UMS – AFUM committee shall be created to oversee administrative issues and any other problem that may arise during the course of this program. Such issues may include questions of eligibility, determination of cohort groups, and adherence to the procedures

outlined herein. Membership in the committee shall be drawn from each party's negotiations team. UMS shall provide the committee with a report each year concerning those awards made, denied, augmented, or any situation in which the peer recommendation is altered in any way.

4. Eligible faculty shall be evaluated pursuant to Article 10, Section C of the Agreement. Those faculty who receive a peer committee evaluation of Satisfactory or better shall be recommended to receive a 3.5% adjustment to their base pay effective at the start of the subsequent fall semester for academic-year faculty, or, to be effective the July 1 following the review in the case of faculty with fiscal year appointments.
5. The peer committee's recommendation shall be forwarded to the dean or appropriate academic administrator, who may ratify, or for compelling reasons, overturn the peer committee's recommendation. In the event that the peer recommendation is overturned, the appropriate administrator shall inform the peer committee of the reasons of such action. The administrative review may also augment the peer committee's recommendation in recognition of stellar performance, salary compression, and / or equity. Under no circumstances shall the amount of the augmentation exceed an additional 3.5% of the individual's base salary.
6. The exercise of academic judgment by either the peer committee or the academic administrator shall not be subject to the grievance procedure. Alleged violations of the procedures contained herein shall be subject to the grievance and arbitration provisions of the Agreement.

H. Direct Deposit:

1. Unit members are required to have paychecks directly deposited unless the employee indicates in writing that a special circumstance exists. In such instance, direct deposit will not be required.

6.1.5. and 6.1.6.) Full Time Faculty Extra Pay Computation

The standard full-time faculty pay rates scale at the University of Maine at Fort Kent is negotiated between the Associated Faculties of the University of Maine (AFUM) and the University of Maine System (UMS). AFUM is a local of the Maine Education Association (MEA) which is affiliated with the National Education Association (NEA). UMS is a state university system that is governed by a board of trustees which is appointed by the Governor and ratified by the Maine Senate.

Appendix C from AFUM Contract – Overload Compensation Schedule:

APPENDIX C

Associated Faculties of the University of Maine System
Overload Compensation Schedule

For courses commencing with the Spring Semester 2010

Overload Compensation Schedule	Semester Hour Rate	Two Credit Hours	Three Credit Hours	Four Credit Hours	Lab Rate per hour in excess of credit hours	Short course or conference per hour
Professor	\$1,456	\$2,912	\$4,368	\$5,824	\$696	\$88
Associated Professor	\$1,250	\$2,500	\$3,750	\$5,000	\$604	\$72
Assistant Professor	\$1,074	\$2,148	\$3,222	\$4,296	\$524	\$70
Instructor	\$871	\$1,742	\$2,613	\$3,484	\$437	\$64
Lecturer I*	\$871	\$1,742	\$2,613	\$3,484	\$437	\$64
Lecturer II*	\$1,044	\$2,088	\$3,132	\$4,176	\$523	\$70
Lecturer III*	Negotiable	Negotiable	Negotiable	Negotiable	Negotiable	Negotiable
* Lecturer I:	1-5 years previous college teaching or equivalent experience					
** Lecturer II:	5-10 years previous college teaching or equivalent experience					
***Lecturer III:	11 years or over - compensation negotiated					
Note: Includes 1.5% increase from 2008 rates to the semester hour rate. Credit hour rate for two credit hours or more are based on the semester hour rate.						

6.1.7.) Tuition and Fees from the Professional Management Program are the same as for all UMFK students; they are listed on Pages 22 to 27 of the UMFK 2013-2014 Catalog.

6.2 Facilities

The primary instructional facility is Cyr Hall and the primary faculty offices facility is Nadeau Hall. One full-time faculty is housed in Cyr Hall.

Faculty office space quality is very good for full-time faculty.

Table 11: Evaluation of Office Facilities

Type of Office	Full-Time Faculty	Part-Time Faculty	Graduate Assistants	Emeriti Faculty
One-person office	5	2		
Two-person office	1			
Three-person office				
Four-person office				
Total:	6	2		

Each classroom is equipped with audio-visual/multimedia resources. Additional/special A/V Resources are available from staff within 24 hours of request. Several other computer laboratories are available across campus for student use outside of classroom time. Some of the computer labs are designated as 24-hour accessible.

Table 12: Evaluation of Educational Facilities

Classification	Excellent	Good	Fair	Poor	Unsatisfactory
Adequacy of existing classroom space		X			
Proximity of classrooms to faculty offices	X				
Proximity of classrooms to computer, audio-visual services, library, etc.	X				

6.3 Learning Resources

List of Business-related Journals and Databases

Print Periodicals Available at UMFK Blake Library:

Active Trader
Barron's
Business Week
Economist
Forbes
Fortune
Harvard Business Week
Inc.
Journal of Finance
Journal of small business management
Mainebiz
Technical Analysis of Stocks & Commodities
Today's Campus
University Business
Wall Street Journal

Blake Library - 2013

Blake Library provides information services at the University of Maine at Fort Kent for the local campus community, students at a distance, and the St. John Valley community. It administers not only traditional library services, but provides services that enhance Academic Computing, the Acadian Archives, Audio-Visual Services, and Distance Education.

Patrons have access to an online catalog - URSUS; to a variety of electronic indexes covering a wide range of subject areas, many of which provide full text access to journal articles; to more than 100,000 electronic books and over 40,000 electronic journals; to interlibrary loan services; and to a highly automated reserves system. The library has a developed web page offering online access to a variety of forms, links to chat with a librarian, subject guides, tutorials and much more. The library has multiple computers within the library for student and public use as well as laptops for students, faculty, and staff to check out. Staff provides instruction on the use of the computer and on most software running on the network. Individuals are able to have network accounts created and can place money on those accounts at the library. The library staff also trouble shoots printers, programs, and network problems.

Common support provided to Students, Faculty, and Staff:

Library staff provide such services as reference one on one and in class sessions; chat and email online help; CampusGuides, providing subject and/or class specific resources and tools in one location; interlibrary loan services; electronic and regular reserves services; and backup support for the IT department, Blackboard, and other non-library related areas within the technological realm.

Faculty support:

Library staff provide a web site for faculty specific needs; scanning services for electronic reserves posted in Blackboard; acquisitions support and consultation; research support services; and the Focus on Faculty program, which includes both a web presence and scheduling faculty talks for students. The purpose of the Focus on Faculty program is to make students more aware of faculty achievements in their fields.

Library services for off-campus students and faculty:

Most of the library services, tools, and resources are available to both faculty and students who work or study from a distance. Library collections include a large number of electronic books and journals that are available 24/7. In addition, physical materials are easily available through the Maine library networks including both the University of Maine System and the Maine Info Net online catalogs.

Library support services for those at a distance also include telephone, chat, and email support to answer questions that range from helping students and faculty find articles for their research to helping students reset passwords to access their UMFK Portal.

6.4 Educational Technology and Support

**UNIVERSITY OF MAINE AT FORT KENT
PROGRAM REVIEW
COMPUTER FACILITIES**

FY2013

I. FACILITIES**A. CAMPUS COMPUTING NETWORK**

1. UMFK computing infrastructure is based on Microsoft's Active Directory. Authentication and authorization to the campus network is established through this structure. The backbone consists of CAT 5e and CAT 6 cabling with a mix of 10/100 Mbps and 1 Gbit network switching. The campus has full coverage wireless networking in all buildings as well as outdoors between the Blake Library and Cyr Hall.
2. In April 2013 UMFK, Fort Kent High School, and Fort Kent Elementary School entered what is called a "3 Ring Binder". This project combined the schools together into a high speed fiber optic network that has multiple

nodes for redundancy and throughput. This has had a major impact on network consistency for all parties.

3. Students, Faculty, and Staff are all provided with cloud based storage for academic and administrative purposes. LAN and WLAN based printing from university owned and personally owned devices are permitted based on AD account and pay to print accounting. We provide web space for instructional and development purposes to all academic units.

B. CAMPUS COMPUTER CLASSROOMS AND CLUSTERS

1. Nadeau Hall has 2 computer classrooms. One has 10 available PC's the other has 32. Each classroom has a network printer. The larger classroom has an instructor station and ceiling mounted projectors. Nadeau Hall has a large teleconference room with state of the art sound and video equipment. This room can serve large groups for on-campus and off-campus presentations. This building also includes a nursing resource center, health clinic, and video conferencing room.
2. Cyr Hall has one computer classroom that is mainly used for our Geographical Information Systems (GIS) program but is available to all students. There are 16 computers, 1 network color printer, and 1 network large area color plotter. There is also a podium equipped with a multimedia station providing VHS/DVD capabilities, sound, and ceiling mounted projection unit. The second floor has mostly standard classrooms all with multimedia based podiums and ceiling mounted projection. One of the larger classrooms is equipped with whiteboard technology. There is specialized classrooms for Biology, Chemistry and Art.
3. Old Model School houses a computer classroom that has 24 PC's, 16 of which are equipped with dual monitor display. This room also contains a high tech whiteboard for a high end teaching and learning experience. There are 2 other standard classrooms each standard instructor podiums. There is also a classroom for teaching music. Downstairs in this building there is a standard classroom with distance education capabilities.
4. Blake Library has an eight computer classroom with whiteboard technology. There is also private computer stations spread out in different areas of the library. All computers in the location have standard software

that is typically found on all other computers on campus. There is color printing available, image scanning station, reference area computing.

5. The campus recently (2011) upgraded its iBook Mobile Classroom to MacBook Pro. There are 12 MacBooks stored in a cart that can recharge and secure the laptops when not in use. This mobile classroom is available to all academic programs.
6. Our dormitories are outfitted with complete wireless technology. Each have small but very functional computer lounges with network printing.
7. Student Support Services provides tutoring, counseling, and testing services to all students. They are located on the second floor of Powell Hall. The space is fitted with what we call a Learning Center “The Hub”, 4 tutoring rooms, and a writing center. The Hub has 6 PC’s available to all students. Each tutoring room has 1 computer. The writing center has 2 laptops. The rest of the area is office space.

C. OTHER COMPUTING SERVICES

1. Distance education learning through Blackboard. Web Service, Library, Information Service, and Distance Education staff provide full time support for the courseware packages. They create and support asynchronous courses and online content for regular courses. They support all faculty in their creation of course content.
2. Video streaming and editing services provided by our Web Services department. They have the ability to stream live video and archive for later viewing. Streaming video has been used extensively for athletics, faculty interviews, and campus events. Faculty lectures have been streamed for asynchronous delivery when the expect to be away. Video editing is available for documentaries, interviews, advertisements, etc.

II. FACULTY

- A. All full time faculty members are provided with a standard computer (desktop or laptop) and network printing/scanning and IP phone. There are adjunct faculty spaces located all around campus and these offices are supplied with a computer and network printing. All computers have a standard software package installed. Curriculum software installed per faculty request.

III. ADMINISTRATIVE COMPUTING

- A. All staff computing needs are standard issue computers with a basic software package and specialized software per user request. All offices have access to network printing/scanning, some have color printing and IP phones.

IV. STUDENT ACCESS TO COMPUTER FACILITIES

- A. Nadeau Hall computer labs and resources are available 24/7 (some restrictions during summer months). Access is given through proximity card which can be obtained by the student at the OneStop office.
- B. Dormitories lounges are available 24/7 to the students living in the dorms.
- C. Geographical Information Systems classroom in Cyr Hall is available to GIS/Forestry students when Library hours are maintained. Library hours are 8am - 10pm, Monday through Thursday; 8am - 9pm, Fridays; 1pm - 5pm, Saturdays; and 1pm - 9pm, Sundays.

V. COMPUTER STANDARDS

- A. UMFK works to maintain a 4-5 year computer rotation cycle for all Faculty and Staff. Student classrooms are on a 3-4 year rotation and lounge and cluster area is more on a 5-6 year rotation. All computers are delivered with at least a standard install of Microsoft Office, Adobe products, multiple web browsers, Open Office suite, Antivirus, and standard browser plug-ins, codecs, and add-ons.
- B. All university computers are inventoried. If they do not meet a certain standard it will be replaced or upgraded to meet the following semester needs.
- C. When a computer is no longer useful. Hard drives are taken out and data is destroyed using erasing software i.e. DBAN. The computer itself is disposed of properly by our facilities management department.

VI. LIMITATIONS AND FUTURE PLANS

Our computing resources are in high demand and with shrinking budgets it is becoming harder to stick to our computer standards. A major problem is keeping up with new technologies whether that be in hardware or software. Present strategic planning includes refreshing at least one computer lab/classroom per year, providing the ability to keep the up-to-date. Larger classrooms are harder to keep on a consistent cycle.

6.5 Off-Campus Location

Not applicable.

6.6 Summary Evaluation of Resources

1. Financial, physical, learning and technological resources are adequate to support excellence in business education.
2. No changes are currently planned.
3. Hence, there are no action plans currently.

Principle 7: Internal and External Relationships

7.1 Internal Relationships

1. a. Missions

The University of Maine at Fort Kent emphasizes environmental stewardship, Franco-American culture, and rural sustainability through a liberal and professional education featuring experiential learning which fosters student success as responsible citizens, dedicated professionals, and conscientious leaders.

UMFK is a liberal arts based university offering quality baccalaureate and associate degree programs responding to the needs of northern Maine. The UMFK academic experience provides close interaction with faculty, small classes and the use of leading technology to prepare students for lifelong learning and success as professionals and engaged citizens of a democracy.

Our curriculum emphasizes the special challenges of rural communities in America. The university preserves and fosters an appreciation of the Acadian and Franco-American heritage and culture while welcoming students of all ethnic and racial heritages. We celebrate our proximity to the wonder of Maine's wilderness and the joys of outdoor sports. UMFK contributes to the economic, social and cultural development of the St. John Valley, and we believe that a diverse student body enriches the learning experience of all. In addition, the University of Maine at Fort Kent joins the University of Maine at Machias and the University of Maine at Presque Isle working in a consortium with the goal of maximizing efficiencies of operation while enhancing educational quality and opportunity for all those served by the three campus communities.

Business Management Mission

Consistent with the mission of the University of Maine at Fort Kent, a regional university that serves the needs of the St. John Valley and the state of Maine, the Business Management Program fosters excellence in scholarship and academic achievement in an interactive educational environment. The program is designed so that students become liberally-educated citizens, life-long learners in a changing world, proficient business managers and entrepreneurs.

Computer Applications Mission

It is the mission of the UMFK Computer Applications Program to educate and mentor its students to become responsible, knowledgeable and skilled computer practitioners capable of performing tasks common to the fields of computer science/information technology. The program instills the necessary and fundamental tenets that comprise these fields and fosters good critical thinking, communication and problem solving skills while ensuring students are cognizant of the ethical dimensions of their actions and impact upon society. Additionally, the program prepares students to further their education at the graduate level and as life-long learners.

Electronic Commerce Mission (temporarily suspended)

It is the mission of the Bachelor of Science program to provide a liberal arts degree to students interested in E-Commerce careers and prepare them to work for both small and large businesses that are preparing for or have entered the global economy of the information age. Students graduating from the program will also be prepared to work in a variety of industries as professionals and consultants.

Rural and Public Safety Administration Mission

The mission of the Rural Public Safety Administration program at UMFK is to educate students about institutions, systems and practices related to public safety, as well as their historical context and current issues; law enforcement and the criminal justice system with an emphasis on rural issues; develop intellectual curiosity, analytical skills and academic scholarship; provide opportunities for community service, service learning projects and field experience; and to prepare students for professional employment opportunities in the field.

1.b. UMFK's Organizational Chart is in Appendix 7 for Principle 7 of Volume II.

1.c. The Board of Trustees governs and sets policies for the entire seven-campus University of Maine System (UMS). A list of their names, titles and organizational affiliations is located in Appendix 7 for Principle 7 of Volume II. This Board of Trustees meets as a whole every other month.

The University of Maine at Fort Kent has its own Board of Visitors, as does each UMS campus, which meets every three months, or four times a year and is an advisory board. A list of their names, titles and organizational affiliations is located in Appendix 7 for Principle 7 of Volume II.

7.1 2a. Professional Management organizational chart is located in Appendix 7 for Principle 7 of Volume II.

7.1 2b. Job description for the Division Chair of Professional Management is located in Appendix 7 for Principle 7 of Volume II.

7.1. 3. There is no procedure for recommending degree candidates. The students need to apply to graduate with their academic advisors by the third week of the semester in which they intend to graduate, using the Application for Graduation form (found in Appendix 7 for Principle 7). This form is used to trigger validation procedures within the Registrar's Office and is used to report to the student any outstanding requirements remaining to be met. After the student applies for graduation, the Registrar ensures degree requirements are met by conducting a graduation audit.

7.1 B.1

Academic Policies for Students

All academic policies and procedures are defined on pages 58 – 68 of the current UMFK Catalog 2013 – 2014.

The Professional Management Division follows these policies and procedures.

7.1 B.2 (From UMFK Catalog 2013-2014, page 60)

Students in the Professional Management Program follow UMFK policy; admission and academic standing / probation policies and procedures are identical to UMFK's.

Academic Standing/Probation

To maintain full academic standing and matriculant status, a student (full-time or part-time) must achieve the following minimum Cumulative Point Averages:

Up to 29 Attempted Semester Hours	1.67
30–59 Attempted Semester Hours	1.75
60 or more Attempted Semester Hours	2.00

A student (full- or part-time) who fails to achieve the required Cumulative Point Average (CPA) to maintain full academic standing is placed on academic probation for the next semester of full- or part-time enrollment. If, at the end of the probationary semester, the CPA still is below the required minimum, the student's academic status is reviewed by the Vice President for Academic Affairs. For the student who has demonstrated substantial academic improvement, although the CPA remains below the required minimum, academic probation (full- or part-time enrollment) may be extended by the Vice President. For the student who does not show substantial academic improvement during the semester of probation, academic suspension from the University will follow. Readmission into a degree program will not be permitted for one year following academic suspension. Readmission is through the Admissions Office.

Grading Policy

The University of Maine at Fort Kent uses a system of letter grades to measure student achievement. The grades are reported to the Registrar's Office by the faculty at the end of each

semester. Grades reports are not mailed to students, unless requested by the student. Students may obtain grades in their MaineStreet Student Center. Transcripts of grades are withheld for students who have unpaid balances on their accounts or overdue library books. It also is the University policy to withhold grades for students who have defaulted on their university-based student financial loans.

7.1 B.3 Numbers of students in each level business program who were subject to academic sanctions during the self-study year

	2008-2009			2009-2010			2010-2011			2011-2012			2012-2013		
	Not on Probation	On Probation	Total	Not on Probation	On Probation	Total	Not on Probation	On Probation	Total	Not on Probation	On Probation	Total	Not on Probation	On Probation	Total
AA - Accounting										1		1	2	1	3
AA - Accounting - Online							2		2	3	3	6	7	1	8
AA - Business	10		10	11	1	12	12		12	14	1	15	6		6
AA - Criminal Justice	26	2	28	20	1	21	34	4	38	38	3	41	31	2	33
AA - Criminal Justice - Online	2		2	4	1	5	8		8	11		11	8	4	12
AA - General Studies Online										2		2	3	1	4
AS - Forestry	12	3	15	14	4	18	14	2	16	13	2	15	15	3	18
AS - Info Security Online										2		2	10		10
AS - Information Security							1	1	2	2		2	2		2
Bus Mangt Healthcare Online										4	2	6	8	2	10
Business Management	69	3	72	65	6	71	57	3	60	57	5	62	58	3	61
Business Management- Accounting										8		8	9		9
Rural Public Safety	13	2	15	20	1	21	15		15	17		17	17	2	19
Rural Public Safety – Online	4		4	4		4	5		5	6		6	4	1	5
Grand Total	136	10	146	138	14	152	148	10	158	178	16	194	180	20	200

7.2 Admissions Processes

All policies and procedures for admission to programs are defined on pages 11 – 17 of the current UMFK 2013 – 2014 Catalog, and the Professional Management Division follows those policies and procedures.

Enrollment of New Students Entering UMFK

Professional and Business Management Division offers both distance education and campus based programs. UMFK has processes in place to meet the enrollment needs of these two population groups. Both distance education and on campus students are enrolled into an online Blackboard orientation course that provides information about navigating Blackboard (mode of online instruction), MaineStreet (where all student records are held), library resources, academic support services, and other campus resources. The academic records of the students are reviewed to determine if placement testing must be administered for appropriate math and English course level placement.

Upon completion of the Blackboard UMFK Orientation, the distance education student is assigned an adviser who contacts the student to enroll into their semester classes. The campus student is supported according to whether they are a transfer or first time student. Transfer students with more than 29 credits are directly assigned an adviser and work with the adviser to be enrolled into their semester classes. New first time students and transfers with less than 30 credits meet with faculty during registration days and are enrolled into a First Year Seminar course and a learning community that is grouped with students in the same major. The instructor is their adviser for their first year. The learning community provides support for the first year student, especially in the area of campus resources and degree planning for graduation requirements. At the end of the first year, the successful student chooses a program major adviser who continues to assist them in meeting their degree and career plans.

The entire Advising Manual 2012 can be found in Appendix 7 for Principle 7 of Volume II.

- a. Admission of freshmen (UMFK 2013 – 2014 Catalog, page 11 – 12).
- b. Admission of students from within UMFK into the Business Program – every UMFK student in good standing is eligible to enter into the Business Program.
- c. Admission of transfer students from other institutions (UMFK 2013-2014 Catalog, p 12). Transfer students with more than 29 credits are directly assigned an adviser and work with the adviser to be enrolled into their semester classes. New first time students and transfers with less than 30 credits meet with faculty during registration days and are enrolled into a First Year Seminar course and a learning community that is grouped with students in the same major.
- d. Admission of students from within UMFK between the traditional and nontraditional formats – every UMFK student in good standing is eligible to enter into the Business Program.

e. Acceptance of transfer credit from other institutions, and method of validating the credits for these business programs. (UMFK 2013-2014 Catalog, page 12)

Transfer Students (13 or more transferrable credits taken at another postsecondary institution). Transfer students are required to submit the following materials:

1. Completed Application form
2. \$40.00 application fee or appropriate fee waiver request
3. Personal essay/writing sample or resume of work/life experience
4. Official transcript from each prior college or postsecondary institution attended
5. Official secondary transcripts or official GED equivalent (not required of students transferring more than 60 hours of college level work transferrable credits).

TRANSFER OF CREDIT PRACTICES (UMFK 2013-2014 Catalog, pages 18 - 21)

University of Maine System

1. Transferring students must provide official transcripts reflecting all previous postsecondary coursework.

2. An evaluation of transfer credit will be prepared by the Transfer Officer for each accepted transfer student and will be available in the students' MaineStreet Student Center. The transfer student should meet with an academic advisor at the receiving university to review how the transfer credit will be applied toward the student's degree program. Transfer evaluations will be prepared based on the following principles:

- a. Within the University of Maine System. Undergraduate courses completed with a C- or higher, including P grades, will transfer from one UMS university to another. Grades will be recorded on the student's transcript but not computed into the cumulative GPA.
- b. Outside of the University of Maine System. Credit earned with a C- or higher in courses from regionally accredited colleges/universities outside the UMS must have a 'pass' defined as a C or higher in order to transfer.
- c. Generally, course grades do not transfer from one college/university to another. Semester and cumulative GPA's reflect only those courses taken at the home university. Students in cooperative degree programs should inquire about any exceptions that may apply.
- d. Coursework defined as developmental by the university to which the student is transferring will not be awarded degree credit. Developmental courses are considered preparatory to college level work and will not count towards a degree.
- e. Courses from colleges and universities outside the United States will be accepted for transfer consistent with established university policies and practices.

3. Credit may be awarded for high school Advanced Placement (AP) exams, College Level Examination Program (CLEP) exams, or college-level knowledge gained through life experience (e.g. prior learning, such as military or other training) when validated through the approved campus processes.

4. Students with coursework from non-regionally accredited schools may inquire into the

possibility of validating some or all of their learning through testing and/or approved university credit for prior learning processes. Students interested in this option should contact the university Transfer Officer for more information.

5. If a student has concerns about the transfer evaluation, the student should contact the Transfer Officer at the receiving university. After the conferral, the student may appeal through the academic appeals process at the receiving university.

6. Transfer students should consult the University's catalog and/or meet with an appropriate advisor to determine requirements regarding the number and distribution of credits that must be completed at the University to earn the desired degree.

7. Students must meet the established requirements of the academic program or college into which they are transferring. Transfer credits do not necessarily count towards these requirements.

8. Students may also confer with the Transfer Officer and/or academic advisor regarding possible flexibility in the application of their credits to their program, through approved campus processes.

9. Current UMS students who plan to take courses at another university, inside or outside of the UMS, are strongly encouraged to seek prior approval of their plans from the university where they are matriculated.

University of Maine at Fort Kent

The University of Maine at Fort Kent recognizes that students may complete postsecondary work at other institutions. This work is important to the student and also to the University. UMFK will make every effort to recognize the credits through the transfer process and apply these toward its program requirements. Where the content of courses from the previous school is equivalent to that of UMFK courses, students will be given credit toward their degree requirements. Where there is no compatibility of content, elective credits will be given. UMFK also has special arrangements with selected schools whereby credits are accepted directly into UMFK programs (see Index under 'Articulation Agreements' for details of these special arrangements).

In order to receive credits for work from other institutions, students must present "official" transcripts from each postsecondary school. For students who are applying for transfer to the University of Maine at Fort Kent the transcripts must be sent to the Admissions Office. For those taking courses at other schools while being a student at UMFK, the transcript should be directed to the Registrar's Office.

Once transcripts are received in the Registrar's Office, they will be evaluated and credit accepted as appropriate. The student will then be notified of the transferability of each course as well as how the credits will apply to his/her degree program. The acceptable credits will then be posted on the UMFK transcript. Decisions on transfer credit evaluations may be appealed to the Vice President for Academic Affairs (see Index under "Academic Review Policy for Student Concerns").

Although all coursework will be considered for transfer, credit will be acceptable for transfer only under the following conditions:

1. Only work from institutions accredited by one of the six regional accrediting agencies will be accepted in transfer.
2. Only work with grades of “C-” and above will be accepted. Courses graded with non-standard letter systems, such as Pass/Fail, will be considered for transfer if the transcript clearly shows the equivalent grade symbol indicating a grade of “C-” or better.
3. Grade Point Averages (GPA) from other schools do not transfer. Grades from all schools are listed on the UMFK transcript but are not included in the UMFK GPA.
4. Only work which applies to a course of study at UMFK will be accepted.
5. Nursing clinical courses are not transferable.
6. Credits from vocational or technical schools are accepted if they were taken as part of an Associate degree.
7. Students who transfer to UMFK, after having completed a previous Bachelor’s degree are exempt from completing the General Education requirements.

UMFK differentiates between courses offered during the freshmen/sophomore years (lower level) and those at the junior/senior years (upper level). For transfer courses, the level is determined at the time of transfer evaluation. Courses, considered upper level at the away school, are considered lower level at UMFK. It is recognized that conflicts will exist between the numbering schemes. Credits from two-year institutions will be considered the equivalent of lower level work (freshmen and sophomore years) at UMFK.

NOTE: For students transferring within the University of Maine System, the Trustee policy is to provide the maximum opportunity for transfer within the System. When a student is accepted for transfer within the University of Maine System, all undergraduate degree credits, with a minimum grade of “C-”, obtained at any unit of the University will be transferable to any other unit but will not be automatically applied to the specific academic degree program to which the student has transferred. Each student will be expected to meet the established requirements of the academic program into which transfer is affected, and appropriate application of that credit is to be the responsibility of the particular academic unit. To determine which courses are transferable for degree program credit, students who anticipate the need to transfer course credits should consult with their academic advisor prior to enrollment.

Non-Regionally Accredited Institutions

Credits earned at nationally accredited or non-accredited institutions of higher learning may be presented for evaluation and acceptance at the University of Maine at Fort Kent. Any student anticipating the transfer of credits from a non-accredited institution should:

1. Request an official transcript be sent from the institution in question to the Registrar of the University of Maine at Fort Kent. For International Transfers, transcripts must be evaluated by an outside agency, such as World Education Services to determine US credit equivalency. UMFK will not consider foreign credits for transfer without the outside agency evaluation.
2. Secure from the Registrar the following data for each course involved:
 - a. Complete syllabus,
 - b. List of all required and any optional textbooks or other instructional materials used in the course, and

- c. School's catalog.
- 3. The Registrar will review the foregoing documents to determine equity with academic requirements and courses at UMFK. The Registrar may confer with other offices of the University as appropriate.
- 4. Where equity is found to exist with courses offered by UMFK, the transfer credit may be accepted at full or adjusted value toward satisfaction of the corresponding UMFK course. Where a corresponding course is not offered at UMFK, the course value may be accepted toward fulfillment of elective requirements.

7.2.2. Describe the exceptions made in the administration of your admissions policies for bachelor's degree students in Professional Management during 2012-2013.

None.

7.3 Business and Industry Linkages

1. The UMFK Professional Management Program Advisory Board membership consists of UMFK faculty, staff and community professionals and business people and meets periodically. Members are:

Leslie Guerrette, Co-Chair
 Roger A. Roy, Co-Chair
 Paul Berube – retired entrepreneur
 Thomas Enerva – PSA/CRJ Program Director, UMFK
 Anthony Gauvin - E-Commerce Professor, UMFK
 Donald Guimond – Fort Kent Town Manager
 Thomas Kent – retired CEO
 Ryan Pelletier – Exec. Director of LEAD – Leaders Encouraging
 Aroostook Development
 Robert Dorsey – Exec. Director of APP, Aroostook Partnership for
 Progress
 Darrell Ouellette – retired Maine State Police Lieutenant; UMFK
 Adjunct Faculty
 John Pelletier – Internship Director; UMFK Adjunct Faculty
 Bradley Ritz – UMFK Faculty
 Doug Taggart – Doc's Oil
 James Thibodeau – retired from Insurance business
 Leo Trudel – UMFK Faculty

RURAL PUBLIC SAFETY ADVISORY BOARD

The Rural Public Safety Advisory Board shall serve as an advisory group to the appropriated faculty body and/or administration of UMFK. Its purpose shall be to: enhance the status and quality of the Public Safety Administration, Criminal Justice and Homeland Security/Emergency Management programs; facilitate public service partnerships with municipal, county, state and federal agencies and with the other components of the St. John Valley community and the State of Maine.

The membership of the Advisory Board shall consist of leaders within the Public Safety and Criminal Justice community of the State of Maine and Aroostook County.

Additions and deletions to the membership will be considered and voted upon by the membership at its annual meeting. Officers: The Chair for this Advisory Board will be the senior faculty member of the Rural Public Safety Administration program.

This Board is made up of individuals who are working full time within the Public Safety and Criminal Justice community and serve on the committee as volunteers. Therefore the membership will act in an advisory capacity with the Chair of the Board filling the role of all officers.

The Board members are as follows: James Madore, Sheriff – Aroostook County; Scott Cyr, Supervisor – CBP; Mark Albert, Supervisor – Border Patrol; Gary Sibley, Game Warden; Robert Plourde, Attorney / Associate Professor of Criminal Justice; Michael Bressette, Van Buren Police Chief; Kenneth Michaud, Fort Kent Police Chief; Darrell Ouellette, Maine State Police Commander (ret.) / Associate Professor of Criminal Justice; Linda Cyr, District Court Clerk; Tony Enerva, PSA / CRJ Program Director – UMFK; Lance Martin – Forest Ranger Supervisor

Ad-hoc committees may be established by the Board or the Chair in consultation with the members of the Board.

This Board shall have a minimum of one meeting each academic year. The Chair of the Board will set the date, time and agenda (with comments and advice of the membership). A simple majority of the original membership of the Board shall be considered a quorum. This document may be amended from time to time as deemed necessary by the Board. A simple majority of the membership shall be required to amend this document.

2. Executive-in-residence programs. Describe program and identify its major accomplishments.
None.
3. Internship programs. Describe the program and identify its major contributions.

The University of Maine at Fort Kent's internship program is required for all students majoring in Business Management. These internships range from a minimum of eight credits to a

maximum of twelve credits, and are usually offered at the end of the student's junior year and into their senior year. Each credit hour equates to 45 hours, therefore, internships run from 360 hours to 540 hours. There is an occasional six-credit internship; however, it is combined with another three-credit internship for a combination of a full nine-credit internship.

The internship coordinator meets with each prospective intern to discuss the right business fit for them and for the business, itself. The objective is to have internships be productive and meaningful.

The internship is "putting into practice" the knowledge attained through one's academic curriculum. The students will increase their experience in networking and customer service by becoming a valuable member of a team in the real world of business.

Major Contributions:

- Learn how to effectively communicate verbally, and in writing, in the real world of work.
- Learn to appreciate the need to develop inter-personal relationships, customer service and the art of dealing with people.
- Understand the importance of professional behavior
- Understand the importance of attendance, punctuality and dependability
- Understand the need for high ethical standards and practices
- Learn the value of exceptional customer service in the real world of work
- Learn to "put into practice" the knowledge attained from one's academic curriculum

4. Cooperative education programs. Describe the program and identify its major contributions.
None.

5. Student organizations. Describe the purpose of the organization and the involvement of business or community leaders with the community.
None.

6. Business / economic research bureaus. Describe the activities of the bureau and the benefits generated for the academic business unit and the community.
None.

7. Any other significant external linkages. Describe each program and its contributions.
None.

7.4 External Cooperative Relationships

This is an excerpt from the UMFK Catalog 2012 – 2013.

Transfer Articulation Agreements

Advantage U

Advantage U is the name of a guaranteed admissions program in Maine. It allows Maine Community College students graduating with an Associate in Arts degree in Liberal Studies guaranteed admission to any institution of the University of Maine System. Maine Community College students who wish to participate in the program should see their academic advisors during their first year at the community college and complete an Advantage U Participation form. At the end of 45 credits at the MCC, the student completes Intent to Enroll form and submits it to the campus of preference. Once graduated, the student then continues at the UMS institution in a baccalaureate program.

Transfer Articulation Agreements

The University of Maine at Fort Kent is committed to granting the maximum number of credits from other institutions and attempts to assure the smooth transition of the credits into its degree programs. UMFK has negotiated articulation agreements with several institutions which permit students from these schools to transfer to UMFK with a minimal loss of previous credits. The following are specific articulation agreements:

University of New Brunswick/University of Maine at Fort Kent Associate of Science in Forest Technology

Graduates from the UMFK Associate of Science in Forest Technology degree can pursue a Bachelor of Science in Forestry degree from the University of New Brunswick. UMFK Forestry graduates receive credits for a portion of both the general education requirements and the forestry requirements at UNB. Specific details about the articulation agreement are available from the UMFK forestry faculty.

University of Maine at Augusta/University of Maine at Fort Kent Bachelor of Science-Nursing

Graduates from the Associate Nursing Program at UMA can pursue a Bachelor of Science-Nursing degree at UMFK. Credits completed at UMA satisfy UMFK nursing requirements. Specific details about the articulation agreement are available from the Director of Nursing on either the UMA or UMFK campus.

University of Maine at Farmington/Fort Kent Bachelor of Science-Nursing

Students from UMF can pursue a Bachelor of Science-Nursing degree at UMFK. Credits completed at UMF satisfy UMFK nursing program requirements. Specific details about the articulation agreement are available from the Director of Nursing on UMFK campus.

University of Maine at Presque Isle/Fort Kent Bachelor of Science-Nursing

Enrolled students at UMPI can pursue a Bachelor of Science-Nursing degree at UMFK. Courses completed at UMPI satisfy UMFK nursing program requirements. Specific details about the articulation agreement are available from the Director of Nursing on UMFK campus.

Caribou Regional Technology Center/University of Maine at Fort Kent

Students enrolled in the Criminal Justice course at the Caribou Regional Technology Center can transition into the UMFK Associate of Arts in Criminal Justice Program or into the UMFK Certificate of Study in Criminal Justice. For students who complete the Criminal Justice I course, with a grade of “B”, graduate from high school, and matriculate into the UMFK Associate of Arts in Criminal Justice or the Certificate of Study in Criminal Justice program at UMFK within 18 months after high school graduation, will be awarded three (3) college credits equivalent to the course CRJ 105 Introduction to Criminal Justice

Central Maine Community College/University of Maine at Fort Kent - Bachelor of Science-Nursing

Graduates from the Associate Nursing Program at CMCC can pursue a Bachelor of Science-Nursing degree at UMFK. Credits completed at CMCC satisfy UMFK nursing requirements. Specific details about the articulation agreement are available from the Director of Nursing on either the CMCC or UMFK campus.

Eastern Maine Community College/University of Maine at Fort Kent - Bachelor of Science-Nursing

Graduates from the Associate Nursing Program at EMCC can pursue a Bachelor of Science-Nursing at UMFK. Credits completed at EMCC satisfy UMFK nursing requirements. Specific details about the articulation agreement are available from the Director of Nursing on either the EMCC or UMFK campus.

Hancock County Technical Center/University of Maine at Fort Kent

Students enrolled in the Criminal Justice course at Hancock County Technical Center can transition into the UMFK Associate of Arts in Criminal Justice program or into the UMFK Certificate of Study in Criminal Justice. For students who complete the Criminal Justice course, with a minimum grade of “B”, graduate from high school, and matriculate into the UMFK Associate of Arts in Criminal Justice or the Certificate of Study in Criminal Justice program at UMFK within 18 months after high school graduation, will be awarded three (3) college credits equivalent to the course CRJ 105 Introduction to Criminal Justice.

John Bapst Memorial High School/University of Maine at Fort Kent

Students enrolled in the AP Computer Science or Introduction to Programming course at John Bapst Memorial High School can transition into the UMFK Associate of Science in Information Security or the Bachelor of Science in Computer Applications degree programs. For Students who complete the AP Computer Science or Introduction to Programming course, with a minimum grade of “B”, graduate from high school, and matriculate into the UMFK Associate of Science in Information Security or the Bachelor of Science in Computer Applications program at UMFK within 18 months after high school graduation, will be awarded four (4) college credits equivalent to the course COS 111 Introduction to Computer Science.

Kennebec Valley Community College/University of Maine at Fort Kent - Bachelor of Science-Nursing

Graduates from the Associate Nursing Program at KVCC can pursue a Bachelor of Science-Nursing degree at UMFK. Credits completed at KVCC satisfy UMFK nursing requirements. Specific details about the articulation agreement are available from the Director of Nursing on either the KVCC or UMFK campus.

Kennebec Valley Community College/University of Maine at Fort Kent - Baccalaureate Degree Programs

Graduates from the Associate of Arts Degree in General Studies at Kennebec Valley Community College can pursue a baccalaureate degree at UMFK. Specific details about the articulation agreement are available from the Admissions Office at either campus.

Kennebec Valley Community College/University of Maine at Fort Kent - Associate of Arts in General Studies Degree

Graduates from the Pulp and Paper Technology Certificate Program at KVCC can pursue an Associate of Arts in General Study degree at UMFK. Specific details about the articulation agreement are available from the Admissions Office at either campus.

Northern Maine Community College/University of Maine at Fort Kent - Bachelor of Science in Business Management

Graduates from the Associate in Applied Science in Business Administration at NMCC can pursue the Bachelor of Science in Business Management at UMFK. Credits completed at NMCC will satisfy UMFK Business Management requirements. Specific details about the articulation agreement are available from the Office of Vice President for Academic Affairs on either the NMCC or UMFK campuses.

Northern Maine Community College/University of Maine at Fort Kent - Bachelor of Science in Elementary Education

Graduates from the Associate of Arts in Liberal Studies at NMCC can pursue the Bachelor of Science in Elementary Education at UMFK. Credits completed at NMCC will satisfy UMFK Bachelor of Science in Elementary Education requirements at UMFK. Specific details about the articulation agreement are available from the Office for Vice President for Academic Affairs on both the NMCC and UMFK campuses.

Northern Maine Community College/University of Maine at Fort Kent - Bachelor of Science-Nursing

Graduates from the Associate Nursing Program at NMCC can pursue a Bachelor of Science-Nursing degree at UMFK. Credits completed at NMCC satisfy UMFK nursing requirements. Specific details about the articulation agreement are available from the Director of Nursing on either the NMCC or UMFK campus.

Northern Maine Community College/University of Maine at Fort Kent - Baccalaureate Degree Programs

Graduates from the Associate of Arts Degree in General Studies at Northern Maine Community College can pursue a baccalaureate degree. Specific details about the articulation agreement are available from the Admissions Office at either campus.

Université de Moncton Campus d' Edmundston/University of Maine at Fort Kent

The University of Maine at Fort Kent and Université de Moncton Campus d' Edmundston have developed an exchange agreement which permits students at either school to enroll for coursework at the other and have the work satisfy degree requirements at the home institution. For information about the exchange, contact the Registrar at either campus.

Saint John Valley Technical Center/University of Maine at Fort Kent

Students enrolled in the Criminal Justice I course at the Saint John Valley Technical Center can transition into the UMFK Associate of Arts in Criminal Justice program or into the UMFK Certificate of Study in Criminal Justice. For students who complete the Criminal Justice I course, with a minimum grade of "B", graduate from high school, and matriculate into the UMFK Associate of Arts in Criminal Justice or the Certificate of Study in Criminal Justice program at UMFK within 18 months after high school graduation, will be awarded three (3) college credits equivalent to the course CRJ 105 Introduction to Criminal Justice.

Saint John Valley Technical Center/University of Maine at Fort Kent

Students enrolled in the Health Occupations II course at the Saint John Valley Technical Center can transition into the UMFK baccalaureate degree in Nursing. For students who complete the Health Occupations II course, with a minimum grade of "C", graduate from high school, and matriculate in the BS-Nursing program at UMFK within 18 months after high school graduation, will be awarded four (4) college credits equivalent to the course NUR 200 Introduction to Nursing w/lab and NUR 230L Promoting Personal Health and Wellness lab.

Saint John Valley Technical Center/University of Maine at Fort Kent

Students enrolled in the Computer Technology II course at the Saint John Valley Technical Center can transition into the UMFK Associate of Science in Information Security or the Bachelor of Science in Computer Applications. For students who complete the Computer Technology II course, with a minimum grade of "B", graduate from high school, and matriculate in either the AS-Information Security or the BS-Computer Applications programs at UMFK within 18 months after high school graduation, will be awarded four (4) college credits equivalent to the course Cos 111 Introduction to Computer Science.

Foxcroft Academy, Maine Vocational Region Two (Southern Aroostook Vocational Education), Southern Aroostook Community School District 9, M.S.A.D. 14, 25, 29, 70, Maine Vocational Region Three, Lee Academy, Millinocket School Department, M.S.A.D. 30, 31, 67, 113/University of Maine at Fort Kent Associate of Science in Forest Technology

Students from the above high schools will be able to earn college credits while they are still in high school. It will enable the students to progress through their education faster and at less cost. Specific details about the articulation agreement are available from the UMFK Admissions Office.

Region Two School of Applied Technology/University of Maine at Fort Kent

Students enrolled in the Criminal Justice course at Region Two School of Applied Technology can transition into the UMFK Associate of Arts in Criminal Justice program or into the UMFK Certificate of Study in Criminal Justice. For students who complete the Criminal Justice course, with a minimum grade of “B”, graduate from high school, and matriculate in the UMFK Associate of Arts in Criminal Justice or the Certificate of Study in Criminal Justice program at UMFK within 18 months after high school graduate, will be awarded three (3) college credits equivalent to the course CRJ 260 Police Procedures.

Waldo County Technical Center/University of Maine at Fort Kent

Students enrolled in the Networking Technology course at the Waldo County Technical Center can transition into the UMFK Associate of Science in Information Security or the Bachelor of Science in Computer Applications. For students who complete the Networking Technology course, with a minimum grade of “B”, graduate from high school, and matriculate in either the AS-Information Security or the BS-Computer Applications programs at UMFK within 18 months after high school graduation, will be awarded three (3) college credits equivalent to the course Cos 338 Introduction to Networking.

York County Community College / University of Maine at Fort Kent

York County Community College students or graduates of the Associate in Applied Science degree in Criminal Justice will be accepted into UMFK’s Bachelor of Science in Rural Public Safety Administration. Credits earned at YCCC will meet degree requirements in UMFK’s PSA degree. Specific details about the agreement may be obtained from the Admissions Office at either campus.

York County Community College / University of Maine at Fort Kent

York County Community College students or graduates of the Associate in Applied Science degree in Computer Technology will be accepted into UMFK’s Bachelor of Science - Computer Applications degree. Credits earned at YCCC will meet degree requirements in UMFK’s Computer Applications major. Specific details about the agreement may be obtained from the Admissions Office at either campus.

We are also in the process of developing a seamless transfer arrangement between all seven campuses of the University of Maine System and all seven campuses of the Community College System, but this has not been finalized as yet.

2. Advising procedure for transfer students. (Advising Manual is located in Appendix 7 for Principle 7 in Volume II.)
3. Describe the relationships between the academic business unit and external educational institutions or organizations (other than transfer agreements as covered above). This description should include the following relationships (describe all that apply to your academic business unit).

- a. Joint degree programs -- None.
- b. Consortium agreements -- None.
- c. Other cooperative or partnership arrangements -- None.

7.5 External Oversight

The University of Maine at Fort Kent is accredited by the New England Association of Schools and Colleges (NEASC). Other programs maintain accredited status with their respective accrediting body (e.g., Education, Forestry, and Nursing). The following table depicts current accreditation status:

Institution and Other Program Accreditation Status

Accredited Unit	Accrediting Body	Accreditation Status	Next Review
University of Maine at Fort Kent	New England Association of Schools and Colleges	10-year Accreditation 2005	2015
Education	Maine Department of Education	5-year Accreditation	2014
Forestry	Society of American Foresters	10-year Accreditation 2009	2018
Professional Management Program	International Assembly for Collegiate Business Education	7-year Accreditation 2008	2015
Nursing	Commission on Collegiate Nursing Education	10-year Accreditation 2012	2022
	Maine State Board of Nursing	6-year Accreditation 2008	2014

The University Maine at Fort Kent is also an Institutional Member of the American Association of State Colleges and Universities, the American Council on Education, the Council for Advancement and Support of Education, and the Maine Higher Education Council with whom the campus works to contribute to discussions and remain abreast of issues critical to higher education.

7.6 External Accountability

The Professional Management Program lists student learning outcomes assessment results at <http://www.umfk.edu/bus>. Results for the past four years are currently listed there. The past three years can be found in Appendix 7.

Public disclosure has to date been in accord with the New England Association of Schools and Colleges (NEASC) accreditation requirements. Processes are currently in development to further refine these processes to better ensure open communication of student outcome attainment.

Public Disclosure of all other matters is handled in the following ways:

Publications

We are committed to presenting our campus truthfully and realistically in all public statements, publications, marketing materials and websites. Copies of the current University of Maine at Fort Kent budget, the UMFK Statistical Abstract, and documents such as University of Maine System (UMS) Board of Trustee's (BOT) proposals and relevant legislative actions are archived for public use in the Special Collections section of Blake Library.

The public learns of campus activities, course offerings, and cultural events from print publications such as the Valley Vision newsletter (monthly), the Valley Vision Currents (weekly), the Bell Tower (biannually), mailings from UMFK academic divisions, and press releases in local newspapers. News Releases from the past two years can be found in appendix 7. Information about UMFK also reaches the general public through the UMFK website, as well as by radio and television broadcasts.

The UMFK 2013-2014 Catalog, the UMFK Viewbook, various brochures and fact sheets, and the UMFK website inform current and potential students to UMFK's campus, mission, academic programs, and policies. UMFK is listed in the College Board College Handbook and Peterson's 4-Year Colleges and other resource books that are available online and in print. Admissions personnel and faculty update brochures on individual academic programs approximately every two years.

The 2013-2014 Catalog is UMFK's most comprehensive printed publication. It is revised every two years. The catalog contains our mission statement, accreditation status, a description of the campus setting, information on finances, financial aid, admissions, procedures, student life, academic policies, degree requirements, academic program descriptions and goals, and course descriptions, including information on how frequently most courses are offered. The catalog also provides lists of individuals associated with UMFK, including members of the BOT and Board of Visitors, administrative officers, staff and faculty.

College Board Website

<http://apps.collegeboard.com/search/index.jsp>

Petersons Website

www.petersons.com/

Those interested in detailed reports of UMFK's student population and programs may access the UMFK Statistical Abstract that provides an account by semester and year. Enrollments are analyzed by geographic location, gender, ethnicity, degree, and gender. Course enrollments are analyzed by division and discipline. Finally, percents of UMFK personnel in faculty, professional, and classified ranks are displayed. The UMFK Statistical Abstract is updated semiannually by the Registrar.

UMFK Website

UMFK's web presence began in 1995. The site provides all information contained in the UMFK's 2013 – 2014 Catalog and the UMFK Semester Course Guides. Visitors to the website can view broadcasts of live and archived campus events, watch the campus video, take a virtual tour of the area, see an events schedule, order items from the bookstore, and read press releases related to UMFK. Students and staff can access student academic information and register for classes using the website and MaineStreet.

UMFK Website

<http://www.umfk.edu>

Information about Professional Management Program and Student Outcomes is:

<http://www.umfk.edu/bus>

Faculty and Administrative Listings

The annual Campus Directory lists contact information, including phone numbers, office locations, and electronic mail addresses for all faculty, staff, and administrators. The Campus Directory also provides information for all part-time instructors. It is produced annually by the office of Human Resources.

Information Currency and Systematic Review

Addenda and updates to printed information are provided on the UMFK website to ensure that the public has access to the most current information about the campus. Information about program performance and program-specific learning outcomes is found in reports related to accreditation reviews for specific degree programs. Data supporting program information is collected and maintained by the academic divisions and copies of these reviews are maintained in the Academic Affairs Office.

Most print or electronic publications produced at UMFK are reviewed by the University Relations Office and maintained there.

7.7 Summary Evaluation of Internal and External Relationships

1. The Professional Management Program at UMFK serves the needs of the people, organizations and businesses of the St. John Valley, Aroostook County, and the State of Maine. To accomplish our mission, we provide multiple and varied management programs and deliver them in multiple modalities. We interact positively with the other universities of the University of Maine System, and with the colleges of the Maine Community College System. We also interact positively with businesses, non-governmental organizations, and governmental organizations across the state.

The University of Maine at Fort Kent, through its Rural University Program, has students in eighteen high schools throughout the state taking university courses while they are still in high school. The Professional Management Division is actively establishing “2 + 2 programs” with each of the community colleges within the Maine Community College System, using our Forest Management Concentration within the BS in Business Management degree program as a model. We are also reaching out to residents of Maine who need retraining and new or additional skills in their careers.

The University of Maine at Fort Kent has been recognized nationally. The Princeton Review has named UMFK “A Best College in the Northeast” for the past eight years; U.S. News & World Report lists UMFK as a “Top 15 Public College”; UMFK has also been designated as a “College of Distinction.”

Overall, UMFK is communicating very effectively with the public, and the Professional Management Division is “piggy-backing” on its efforts. In addition, we are communicating directly with identified constituencies. No great changes are planned, but we are always seeking opportunities to improve our communications with the public.

2. No changes are currently planned.
3. Hence, no action plans exist currently.

Principle 8: International Business Education

8.1 International Business Education

1. The Professional Management Program has no formal international business program; however, it serves Canadian and foreign students as well as domestic students who may be interested in working internationally. i.e. Our BS in Business Management with a concentration in Finance has a requirement of BUS 320 International Trade and Finance. Additionally, our students have completed internships in Canada and Jamaica, and we have successfully placed students in careers in Europe.

The number of international internships is a small percent of our total internships. Our focus is individualized to place students in the most suitable setting and opportunity. Finding a “good fit” is crucial for foreign internships.

We are also in the process of developing, with the Arts and Sciences Division, a technical French course for Finance students interested in careers in Europe.

2. None.
3. None.

8.2 Summary Evaluation of International Business Education

1. Generally, we meet the needs of our students for international business by helping with a search for internship opportunities or potential job placement. We emphasize individualized student success. In that search, we are continually looking for opportunities for foreign internship opportunities for our students and strive to expand relationships internationally. The development of the sports management and representation concentration was aimed at that effort. With the recruitment of soccer and basketball players globally, we have a responsibility to help with their career plans either in this country or internationally. Our Athletic Director and Men's Soccer Coach has been instrumental in conceiving and developing these efforts. We strive to broaden our recruitment and placement network as we expand into South America while maintaining relationships in Canada, Africa, Europe, and the Caribbean.
2. No changes are planned.
3. No action plan currently.

Principle 9: Educational Innovation

9.1 Educational Innovation

UMFK promotes innovation in our management unit as evidenced by the following:

1. Multiple program delivery modalities
2. Development of new concentrations to meet market demand
3. Modular design of Professional Management Program to offer small programs effectively and sustainably
4. Developing new programs.

9.2 Summary Evaluation of Educational Innovation

- 1) We have programs offered completely online while maintaining traditional face-to-face delivery; we have courses offered traditionally as well as online while also offering dual-delivery courses. In a dual-delivery course, students have the option of either face-to-face or online and can mix and match the deliveries to suit their varied schedules.

- 2) In the past three years, we have restructured two concentrations and developed three new ones. We are actively considering other concentration options, especially in high-tech areas.
- 3) In the BS in Business Management, we have two distinct models for offering a concentration. The normal way was to offer a ten-course core with an eight-course concentration, but an alternative way was created to generate a forest management concentration. Taking students who completed the AS degree in Applied Forest Technology and appending the business core courses, two courses an internship and a capstone course, those students are able to meet our program requirements, earning a BS in Business Management with a concentration in Forest Management. These students usually have a job upon completion of the AS in Applied Forest Technology, and earn tuition reimbursement from their employer for completion of a BS degree. This model is in the process of being offered to Maine Community Colleges to seamlessly move students from technical associate's degree programs to four year business degrees with a concentration in their technical specialty.
- 4) In the Computer Applications Program, we developed an AS degree in Information Security. This program can be extended to a BS degree in Business Management or in Computer Applications. In the Rural Public Safety Administration Program, September 1, 2013, we began an associate's degree program in Conservation Law Enforcement. This program is being extended to a BS in Conservation Management, with two concentration options, Law Enforcement (in the public sector) or Resource Management (in the private sector). This program is still in development.

In addition to the classrooms being state-of-the-art in terms of connectivity and technology, education innovation is witnessed throughout the campus as well as the management programs.

UMFK encourages experiential learning in its vision. The Business Management Program has courses that involve students in working directly with solving company problems through field components of their courses: BUS 348 Project Management and BUS 397 Business Internship. The Electronic Commerce Program has similar courses: The Computer Applications Program likewise has applications requirements: COS 333 Systems Analysis and Design, COS 338 Networking, COS 346 Databases, and COS 397 Computer Applications Internship.

Other institutional education innovations include the following: an innovative first-year-experience course HUM 102, which has specialized sections for students in the management program so that students are integrated socially, academically and professionally as they begin matriculation; interdisciplinary courses that are cross-listed between the various management programs; courses that are team-taught; and courses based around students completing a real-world project.

The process of continuous program evolution, adaptation and development is part of our divisional DNA, and has been actively encouraged by UMFK President Wilson Hess. The Professional Management Program is entrepreneurial to the core, and is second in size only to the Nursing and Applied Health Program among UMFK's programs. IACBE accreditation has been an integral part of this process which began in 2003 when UMFK made a decision to reinvent, grow and improve the management programs.

- b.) No changes are planned.
- c.) No action plans currently.